CONTINUOUS ASSESSMENT FOR STANDARD 3:
A TRAINING MANUAL FOR EDUCATORS IN MALAWI

IEQ/Malawi

Malawi/ IEQ II Project
A partnership between the Malawi Institute of Education
and Save the Children (US)

Continuous Assessment for Standard 3:

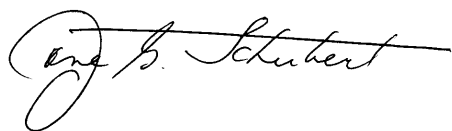*A Training Manual for Educators in Malawi*

April 2003

PREFACE

The idea of continuous assessment—measuring the extent to which pupils are or are not performing according to some standard or curriculum objective—is gaining increasing attention. One reason for more interest in this idea is the high attrition rate of pupils who leave primary school early as well as the high number of pupils who fail to pass primary school standard leaving exams. Another reason is the inconsistency with which pupil progress is measured prior to taking a primary school leaving exam. The consequence for learning is that proficiency in basic skills such as literacy and numeracy remain low. Without knowing whether or not pupils are gaining skills in reading, writing or maths as they move through the primary cycle, the opportunity for improving achievement—earlier and more frequently—is lost. There is a "development imperative" to learn more about pupil performance throughout the primary school cycle so as to direct instruction toward pupils' learning needs. The intended goals of continually assessing pupil learning and targeting instruction to pupil needs are for pupils to succeed at a higher rate, earlier in the cycle and thus increase their prospects of successfully completing primary school.

What is continuous assessment? What does it look like? How is it implemented? The answers may not be the same in all countries or in all educational environments. In October 2001, the Improving Educational Quality (IEQ) Project, housed in and managed by the IEQ team in the Malawi Institute of Education, undertook a request from USAID/Malawi to develop and implement a feasibility study of continuous assessment in 21 schools in the Ntcheu District of Malawi. The focus was on Standard 2 English, Maths and Chichewa. The process of defining and developing and implementing a continuous assessment framework has been a collaborative effort among: the participating Ntcheu teachers; headteachers; Primary Education Advisors (PEAs); teacher college lecturers; officers from the Malawi National Examinations Board (MANEB); MIE Curriculum Officers; Ntcheu District Education Officials, Education Methods Advisory Services (EMAS) and the IEQ/Malawi team.

The purpose of this manual is to guide other implementers about how continuous assessment evolved and was implemented by IEQ/Malawi with educators in Ntcheu. The intended users of this manual are potential IMPLEMENTERS of continuous assessment. We also hope that other readers—e.g. those who influence policy and implement programmes so as to enhance pupil learning, may find this a useful tool to adapt and implement a continuous assessment activity in his or her own educational environment.

Two IEQ Exchanges were recently held to present the Ntcheu experience and discuss implications for pupil learning—one with Practitioners (April 2003) and one with PolicyMakers (May 2003). There is keen interest in continuous assessment at all levels of the education system in Malawi and steps are being taken to build upon the experience of Ntcheu as to improve the quality of teaching and learning in Malawi.

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List of Heads and Teachers by School (Ntcheu District)

School	Headteachers	Teachers
Sharpevale	1. Driano Kaombe	1. Evidence Mapulanga (F) 2. Eda Mtambalika (F) 3. Ella Mauya Palanjeta (F)
Gumbu	2. GMK Kayambankadzanja	4. Beauty Kachala (F) 5. Stella Majamanda (F) 6. Maureen Zakutchire (F) 7. Naomi Chidiwe (F)
Kabwazi	3. H Mambulu	8. E Stambo 9. M Kamvazaakazi
Nzama	4. John Kunkumbira	10. Charity W Banda (F) 11. Falison R Ching'oma

Mdeka	5. Harold K. Dolozi	12. Ferrie Maseko (F)
		13. Mary Kazingatchire (F)
		14. Diana Tewete (F)
		15. M Chipale (F)
Tsangano	6. B S T Nyaka	16. N S Mphamba
		17. G B Kumpukwe
Ludoviko	7. Peter J Kanguwo	18. Hastings W Kanyama
		19. E Dzekedzeke
		20. J P Binalison
Njolomole	8. James A Dambo	21. Edward Pepala
		22. Ruth Banda (F)
Kambilonjo	9. Chrissy Samalira (F)	23. Bidroce W Hambisa
		24. James J Zintambira
Chilobwe	10. L W Chiyenda	25. E Chisoni
		26. H Nsukwa
		27. C Mkutumula
Nsipe	11. Lawrence G Phiri	28. Firston W Munta
		29. Delia M Mamba (F)
		30. M Mlava - *replacement*
Bawi	12. Beston L Mvulayakata	31. Gradson H Kuyenda
		32. Thom R Gross - *additional*
		33. M Matoga
Mlanda	13. B Loga	34. D P Kuntindi
		35. E Masese (Mrs) – *replacement* (F)
		36. E Malowe – *replacement*
		37. M J Kalirani
		38. S Y Phillimon
Dzoole	14. Edwin R Chidati	39. Yamikani M Chimkwita
		40. Dzutse R Khota
Mwalawoyera	15. Duncan B London	41. John W Chintamba
		42. Grace Kaudza (deceased)
		43. Ruth N Mbewe (deceased)

Kasinje	16. Annie J Kafaaiwala (F)	44. F V Banda
		45. M L Masiku
		46. L Sautso (Mrs) (F)
Chimatu	17. M M Chakhaza	47. H W Chakanika
		48. A Phalula –*replacement*
		49. E A Molande (deceased)
Manjawila	18. L N Kateza	50. Lyton Chigwe
		51. Florence Mtambalika (F)
		52. L J Gwazawambo
Bilira	19. Luckin F Buleya	53. Witchala L Ujani
		54. Martha Kakodwa (F)
Dombole	20. Harrison S Sozinyo	55. R V Chikuse
		56. M Bonyonga
		57. G F Kabai
Nsiyaludzu	21. Charles W Kamchila	58. Harriet Z Chapomba (F)
		59. Jenifer H Bowa (F)
		60. Henry D Chandidya

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

Most teachers in Malawi have an understanding of continuous assessment and why it is important. This manual presents ways that can assist Standard 3 teachers to carry out continuous assessment in their classrooms that will help them improve the progress of all pupils.

The ideas in this manual were tried out and improved upon by teachers in the Ntcheu District. The teachers worked side-by-side with the Malawi Institute of Education, Save the Children, Malawi National Examinations Board (MANEB), lecturers from St. Joseph's Teachers Training College and Domasi College of Education as well as Ntcheu District Officers and Primary Education Advisors (PEAs).

The manual is meant for teachers to use in their schools to help them understand how best to carry out the assessment of pupils in Standard 3 on an ongoing basis. The manual also helps trainers and others interested in continuous assessment find out what a teacher can do to assess pupils in a meaningful way that helps children continue to learn. It is important to understand that this manual considers it a teacher's duty to understand how to assess pupils in a way that contributes to the continued growth of pupils.

It is also important for users of the manual to understand how the developers thought about the way in which continuous assessment should be done and how continuous assessment could best serve the needs of the pupils.

These were some of the main principles we used in developing this manual:

- "continuous testing" on its own as a way of assessing pupils is unsatisfactory because it does not appear to lead to improved teaching and learning
- teachers need to understand all aspects of teaching and learning related to assessment
- continuous assessment should be seen and practiced as a part of teaching and learning and thus should not create fear among children
- teachers are responsible for making necessary assessment materials
- continuous assessment should be seen as more than what comes at the end of unit or end of the month; it should include:

  o developing and administering of assessments
  o recording and analyzing results
  o pupil and teacher self-assessment
  o teachers changing their methods based on pupil assessment
  o meaningful reporting strategies to parents and others

The manual contains seven chapters. Following the introduction, Chapter 2 explores the question: What is continuous assessment? This chapter asks teachers to explore the reasons why continuous assessment is important, the different ways in which continuous assessment can be done and the differences between and how continuous assessment is connected to all aspects of teaching and learning.

Chapter 3 introduces the TALULAR (Teaching And Learning Using Locally Available Resources) approach to materials development. In TALULAR, teachers are taught how to use locally available resources to make teaching and learning materials more meaningful. TALULAR is unusual in that it also emphasizes how to use the resources to teach particular topics. Teachers are taught to look around themselves and view every object as a possible teaching and learning aid.

Chapters 4 – 7 describe how to use continuous assessment and related teaching and learning strategies in Mathematics, Chichewa, and English. Each chapter explains how to make the materials needed for assessment, how to assess the pupils, how to record and how to carry out remediation and enrichment for pupils in these areas.

CHAPTER TWO: WHAT IS CONTINUOUS ASSESSMENT?

This chapter introduces the concept of continuous assessment and helps you understand the importance of carrying out continuous assessment.

2.1   Objectives

By the end of this chapter you will:

- describe what is continuous assessment
- know the importance of conducting continuous assessment
- understand the difference between continuous testing and continuous assessment
- know the principles of continuous assessment
- understand the relationship between teaching and assessment

2.2   What is Assessment?

The words used to describe the different types of assessment are many and the meanings of those words are different from place to place and even person to person. It is important to come to an understanding with your colleagues about the meanings of the assessment words.

ACTIVIY 2.1 (total time: 45 min.)
1.   With a group of colleagues brainstorm a list of all of the words that you use that are connected to assessment -- not necessarily the words listed in the manual, but the words that you and others use in relation to assessment. *(Remember: the rules of brainstorming say all suggestions are acceptable, there is no incorrect response and no critical comments are allowed. It is helpful to move quickly when brainstorming so as to keep the momentum flowing. Make it a brain - storm and not a brain - breeze! See chapter 3 for more on brainstorming.)* (Discussion time: 15 min.)
2.   After brainstorming the list of assessment words, sit in pairs or small groups and discuss and write out the meaning of each word. Present your words with their meanings to the other groups for discussion. (Discussion time: 15 min.
Reporting time: 15 min.)

2.3   What is Continuous Assessment?

The facilitator may wait to hand out the definitions after Activity 2 has been completed.

📖 **SOME DEFINITIONS**

Assessment. Assessment is a way of observing and collecting information and making decisions based on the information.

Continuous assessment. Continuous assessment refers to making observations periodically to find out what a student knows, understands, and can do. Specific tasks are given to the learners based on what has been taught. We observe the learners performing these tasks and make a judgment about how well they are doing. Continuous assessment is ongoing and helps the teacher find out what the learners have learned. Some other terms that are similar to continuous assessment are: classroom based assessment, running records, and teacher grading.

Evaluation. An overall judgement of student learning based on continuous assessment (sometimes exams). Evaluation usually comes at the end of a semester, term or year.

Testing. Testing is one way of assessing learners on a continuous basis. Tests usually come at the end of a topic or unit to find out what a student has learned. Testing can include a wide range of question types, but the most common are multiple choice, true and false, essays, and matching.

Exams. Exams are usually carried out at the end of the year or cycle (at the end of primary school, for example). Students do not often get feedback on their performance on the exams apart from knowing what grade they got. Exams are usually written in the same way that tests are written.

Assessment tasks. Activities given to learners to find out what they know and can do. An assessment task is one in which the teacher is checking to see if learners have met the objectives of the syllabus, lesson or curriculum. Children often learn a lot from good assessment tasks. Examples of assessment tasks are writing a story or paragraph, making a model, solving problems and role-playing.

ACTIVITY 2.2 (total time: 20 min.)

The facilitator provides an introductory description on continuous assessment.
Example:
Continuous assessment refers to making observations and collecting information periodically to find out what a pupil *knows, understands and can do*. Specific tasks are given to the pupils based on what has been taught. Teachers observe pupils doing these tasks and make a judgment about how the pupil understands, knows or can do the task. Continuous assessment is ongoing and helps teachers to find out what the pupils have learned. Sometimes

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continuous assessment is called *classroom-based assessment, running records or teacher grading.*

The facilitator will ask participants to contribute to this description by posing questions. This may be conducted by brainstorming in a large group.
(Time: 20 min.)

Sample Questions:
What is continuous assessment in the Malawi context? Can you add anything to the above description of continuous assessment?
What else describes continuous assessment in Malawi?

2.4   Reasons for Doing Continuous Assessment

Continuous assessment is a way to ensure that all pupils have opportunities to succeed in school. By using continuous assessment the teacher can adapt his or her instruction to the needs of the pupils so that all will have the chance to learn and succeed. By continually observing the pupils to see what they know and can do the teacher can make sure that no pupil fails. Everyone is given a chance to succeed when continuous assessment is used well.

ACTIVITY 2.3 (total time: 20 min.)

To be done individually

1. Close your eyes and recall the classroom in which you teach. After opening your eyes, draw a map of the classroom with the names of the pupils as you remember them at their seats. Now pick a subject such as Maths, reading or science and assign a "grade" to each pupil from memory. Do not look at your record books for the marks of each pupil. Just write down their grade next to their name.

2. Answer the following questions after you have finished writing down their "grades":
a. What information in your head helped you to assign the grades?
b. Are you confident in your grades?
c. Do you think your grades are fair and accurate?
d. Do you think you know your pupils' abilities well?
e. What would help you in being more confident in assigning grades at the end of the year or term to your pupils?

3. What did you find out when you did this activity? List three things.

ACTIVITY 2.4 (total time: 20 min.)

The facilitator lists reasons that others have stated for doing continuous assessment as seen below.

1.   ***Finding out what pupils know and can do.***
The classroom teacher conducts continuous assessment to find out what a student knows, understands, and can do. The assessments a teacher uses helps the teacher get a better understanding of the learning needs of the children. The teacher uses continuous assessment to find out if the pupils are learning what has been taught. Continuous assessment is done on an ongoing basis instead of at the end of the term or year so that we can find out which pupils are not learning and help them to learn. When assessment is done only at the end of a term or year by giving a test or exam then it is not *continuous assessment.* Assessment done only at the end of the term or year is too late to help the pupil.

2.   ***Knowing the pupils helps teachers to teach better.***
When teachers conduct continuous assessment they have a better understanding of how each pupil is progressing. Understanding how each child is learning allows the teacher to prepare lessons based on the pupils' performance. This enables them to better teach the pupils.

3.   ***Have confidence in what pupils know, understand and can do.***
By assessing pupils continuously in different ways a teacher can be confident in her/his knowledge of what the pupils know, understand and can do. If a teacher has only one assessment of pupils this will not be enough to tell her/him what the pupil's level of mastery is. A number of different assessments will give the teacher a better picture of the knowledge and skills of the pupils.

4.   ***Provides all children with opportunities to show what they know.***
Each child has many different qualities. Using only one type of assessment may not give pupils a chance to show what they know. All pupils get a chance to show what they know in continuous assessment because there are different types of assessment activities. Pupils are asked to show what they know in different ways.

5.   ***Helps children to learn with understanding.***
Because continuous assessment is ongoing, the teacher can catch pupils' mistakes and misunderstandings before it is too late. The teacher can find new ways to teach pupils who are not learning. Continuous assessment activities focus on student understanding rather than memorization. Continuous assessment activities that are designed to ask pupils to think, express their thoughts, and demonstrate their skills help pupils to get a deeper understanding than if they were simply memorizing information for a test.

6.   ***Improves teaching methods.***
Good continuous assessment activities tell the teacher whether the teaching of a particular topic was effective. If pupils are learning what is expected, this will show in the assessment. If the assessment shows that the pupils are not doing well with a particular topic or skill then this tells the teacher to <u>find a new way</u> of teaching that particular topic.

7.   ***Helps to determine the remediation and enrichment methods.***
Continuous assessment can tell the teacher which pupils are falling behind in their understanding of particular topics. Looking at the assessment activity of a pupil can help the teacher to find out where the problem is for that particular pupil. The teacher can then design

new learning experience. Pupils who understand certain topics at a faster rate may need additional lessons or enrichment activities to keep them engaged in learning.

8.   ***Lets children know their own progress.***

Receiving ongoing feedback about their learning through feedback from teachers on the continuous assessment activities helps pupils to know if they are learning or not. This knowledge can help pupils know what to focus on in their improvement efforts.

9.   ***Lets parents know their child's progress.***

Parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their child's progress on a regular basis, not just at the end of the year.

10.   ***Leads to overall evaluation of the pupil.***

Trying to determine whether a pupil should pass to the next Standard or not is often a difficult task. Relying on an exam to tell us what pupils know and can do may not provide us with a well-developed picture of the pupil. With well-designed and frequent continuous assessment carried out throughout the year the teacher has a strong base from which to evaluate a pupils' overall progress.

2.5   Description of Continuous Assessment

In a workshop, the facilitator presents this topic to the group.

Continuous assessment is a learning process between teachers, pupils and parents. It is a process that fosters dialogue between these stakeholders to bring out the child's best learning. In this sense, continuous assessment is also a holistic process that not only brings together multiple stakeholders, but also integrates assessment and teaching as interconnected activities that are integral to the child's learning.

Specifically, continuous assessment refers to making observations and collecting information periodically to find out what a pupil *knows, understands* and *can do*. This is determined through ongoing and fair assessment of all pupils in a class. The activities in continuous assessment are many and varied to speak to pupils' different learning styles and level of mastery of concepts. Good continuous assessment therefore, will provide all children with opportunities to perform at their best and to learn at their own pace.

Continuous assessment is a package of concepts and tools that contributes to the overall evaluation of the child. The package includes:

> ➢ *Uncovering the curriculum* – Continuous assessment focuses on learning what pupils know, understand and can do. This means that teachers are not simply covering the curriculum to complete the term or year. Teachers are learning how pupils are performing because they are assessing them periodically and teaching according to the pupils' needs. They are uncovering the curriculum to see the needs of pupils to be able to help them learn at their own pace.
> ➢ *Pupil and teacher self-assessment* – Pupils and teachers should develop a habit of self-assessment to improve their performance. Teachers will reflect on their teaching

and learning and pupils will reflect on what they know, understand and can do. This will be done on an ongoing basis during assessments and after assessments.

➢ *Emphasis on enhancing pupil-teacher relationship* – Continuous assessment will help improve the relationship between pupils and teachers because they will be in an ongoing dialogue with one another. Using motivating language before, during and after assessment will reduce pupils' fear of being assessed so they can perform at their best. The teaching and learning process, therefore, becomes more transparent so that the relationship can improve.

➢ *Teaching And Learning Using Locally Available Resources (TALULAR)* – Teachers learn how to use local resources to implement teaching and assessment activities in the classroom. TALULAR encourages teachers to be creative and resourceful in teaching and learning.

➢ *Conducting assessment activities* – Teachers will conduct assessment activities periodically to understand how pupils are performing. Pupils will be informed when they will be assessed and will have ample time throughout the term to master the concepts required for that subject.

➢ *Recording grades* – A quality assessment activity is not complete without accurate recording of grades. In continuous assessment the recording of grades will be timely, consistent and low maintenance so that teachers will be able to have an accurate picture of their pupils' performance at all times.

➢ *Managing the class during assessment* – Many continuous assessment activities will be conducted on a one-to-one basis with the teacher and pupil. This requires simple classroom management strategies that will keep the other pupils engaged in learning activities that help them perform at their best while a pupil is being assessed.

➢ *Using effective remediation and enrichment techniques* – One of the most important reasons for conducting continuous assessment is so that teachers will be informed of their pupils' progress. When teachers understand how their pupils are performing they will know how to direct their teaching. Teachers will learn how to teach to the multiple levels of knowledge, skills and application that are present in their classroom so that all pupils are learning.

➢ *Reporting to pupils on their performance* – Continuous assessment is very empowering for pupils because they can understand how they are performing in their subjects. After pupils are assessed they will receive immediate feedback from the teacher so that they know what areas they need to work on for the next time they are assessed.

➢ *Reporting to parents and community on pupil performance* – Parents and the community will be informed of pupil progress. Teachers will be able to effectively communicate with parents because they will have knowledge of how pupils are performing through the records they have for each pupil.

These concepts and specific activities work together holistically to create a mechanism for dialogue with pupils, parents and teachers (See Figure 1 below). They are able to dialogue about the child's learning because teachers know what the child has learned through periodic assessment. This enables the teacher to more effectively direct her/his teaching so that the child can understand concepts that may not have been fully mastered. Not only is the teacher able to facilitate the pupil's learning through better teaching, but the child can also become more self-

directed in learning because the child knows in which areas she or he needs to improve. As teachers and pupils begin to discuss more about pupils' learning, parents will also become more involved in their children's learning. The dialogue opens up between the parents and pupils and especially between teachers and parents. With a holistic approach toward education the learning process is ongoing.

Figure 1. Continuous Assessment: A Holistic Approach
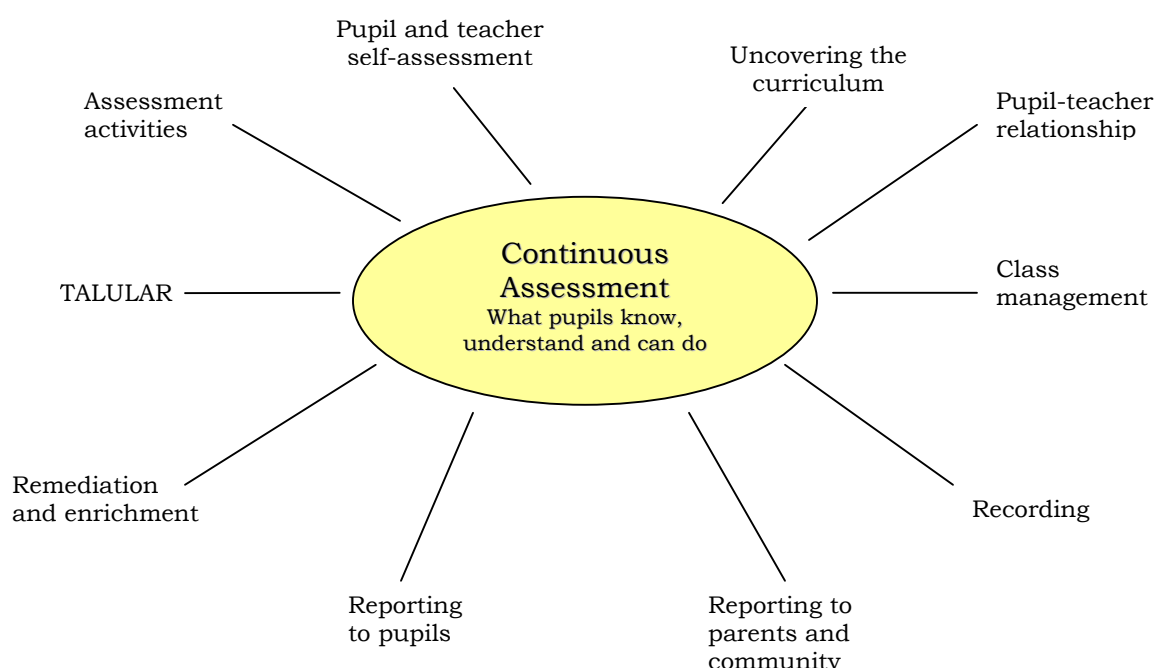
2.6 What is the Difference between Continuous Assessment and Exams (Continuous Testing)?

What is the difference between exams and continuous assessment? You might think of these two terms as part and parcel of each other. Continuous assessment is ongoing and is based on observations of student performances. Examinations are one way of assessing pupils but they are only a 'snapshot of the pupil'. Continuous assessment is like having many 'snapshots" of the pupil. Continuous assessments and examinations contribute to the evaluation of a child's learning. Table 1 below compares continuous assessment with exams.

ACTIVITY 2.5 (total time: 20 min.)

With a colleague or a group of colleagues discuss the table below comparing exams and continuous assessment. Answer the following questions with your colleagues:
1. What are some others ways in which exams differ from continuous assessment?
2. Which form of assessment is used most in your school? In your classroom?
3. What type of assessment is most beneficial to pupils? Give reasons for your answer.
4. How do exams influence your teaching?
5. How does continuous assessment influence your teaching?

Table 1. Comparing Continuous Assessment and Exams

Continuous Assessment	Exams
Ongoing in the classroom throughout the year	Usually at the end of a unit, semester, term, year or cycle
Many different tasks	One exam or few tests per subject
Carried out by teacher	Can be administered by someone other than the teacher
May be developed by teacher	Often written by persons other than the classroom teacher
Marked by teacher	Often marked by persons other than the classroom teacher
Teachers uses assessment results to improve his or her teaching	Teacher doesn't always know pupil weaknesses from the exams
Connected to the syllabus being taught	Not always be connected to what is taught

2.7   Principles of Continuous Assessment

Continuous assessment is not an easy topic for teachers to understand or to implement, especially if teachers have not been trained to assess pupils in this manner. There are certain principles to continuous assessment that teachers should consider as they begin implementing this type of assessment in the classroom.

ACTIVITY 2.6 (total time: 20 min.)

Below is a list of what some colleagues have said about the principles of good continuous assessment in the primary classroom. Discuss this list with a colleague or in a small group and discuss the questions below.

Principles of Continuous Assessment

1. ***It measures what a student knows, understands and can do.***
Continuous assessment helps teachers, pupils and parents to know what the child is learning because it is conducted periodically using different methods. By using different inquiry methods to gather information on pupil's level of understanding, the teacher learns how to teach the class.

2. ***It is fair.***
Continuous assessment must be fair to all pupils in the class. Part of the goal is that every child should have opportunities to fairly demonstrate her/his level of understanding and skill.

3. ***It is carried out periodically over a term and over a year.***
For continuous assessment to work it must be conducted on an ongoing basis. Administering one end of term exam or end of year exam is not continuous assessment.

4. ***There are a number of different types of assessment activities.***
One very important factor in continuous assessment is that the activities should be varied. Providing pupils will a variety of opportunities in which they can demonstrate what they have learned will increase their opportunities to master specific content.

5. ***Assessment and instruction are similar.***
Teaching and continuous assessment are interconnected. Teachers can use the same methods that they use to teach to assess pupils as well. Continuous assessment is not an "add on" to teaching. The principle is that teaching and assessing work together for the teacher and pupil.

6. ***There is a lack of pupil fear.***
Pupils should know what to expect when they are being assessed. End of term and year exams produce fear and anxiety in pupils. Because continuous assessment offers more opportunities for pupils to practice their skills, they should not feel intimidated when they are asked to show the teacher what they have learned.

7. ***Focus is on pupil progress.***
Continuous assessment helps pupils to succeed in their learning. More pupils should be promoted under this type of approach to assessment. Teachers should think of continuous assessment as a way of promoting pupil progress.

8. ***Feedback to pupils is constructive and instructive.***
Pupils will know how they are performing in school because they are given useful feedback from the teachers. Constructive and instructive feedback informs pupils about what they need to do to improve their skills.

Discuss each of the principles to make sure everyone understands what is meant. Write down any questions you have not been able to resolve and present them to the group. What

are the characteristics of good continuous assessment in Malawi? Can you add other characteristics?

2.8   Holistic Approach to Assessment and Teaching

The facilitator presents this topic to the group and conducts a small group discussion using the questions below.

In continuous assessment, teaching and assessment are interconnected. Continuous assessment offers a holistic approach to learning because it draws on what pupils know, understand and can do so that teachers can teach according to pupils' performance. This approach recognizes that children have different ways of naming the world (Freire) and that not all children learn in the same way and at the same pace. Under a holistic approach teachers can respond to the individual as well as the collective needs of pupils because the ongoing assessment creates a mechanism for dialogue and understanding. In fact, both the pupils and teachers are learning through the experience of using varied and creative methods of teaching and assessing.

What is Dialogue?
Dialogue is an important means of communication. In dialogue, people respond to what others have said and offer their perspective on a topic or issue that is being discussed. Dialogue is not a series of questions and answers, nor is it people telling what they know. In dialogue, questions are posed, answers brought forward, discussed, and new questions are raised. In dialogue you may not come up with answers to a particular question, but all who have participated have learned. In dialogue it is expected that all who participate are changed or transformed. That is why dialogue is called a transformative process.

Dialogue is created between the teaching and assessment because one supports the other and informs the other for the improvement of the teacher and the pupil. Not only is dialogue occurring in the classroom with the teachers and pupils, but it also takes place with the parents and community members because they learn what pupils are doing in class and become a part of the learning process. The teachers, pupils and community are transformed and they transform the education system through the dialogue that they created.

ACTIVITY 2.7 (total time: 20 min.)
Discuss these questions with a colleague or in a small group of colleagues.

What are you doing in Malawi that combines teaching and assessment? What teaching methods or tools can also be utilized to assess pupils?

CHAPTER THREE: APPROACHES TO TEACHER DEVELOPMENT FOR CONTINUOUS ASSESSMENT

Learning Through Experience

The teacher who is beginning to use continuous assessment to assess pupils is embarking on a journey that will improve his or her teaching. It is a journey because the teacher will be learning through the experience of implementing continuous assessment activities. The teacher will be developing professionally based on his or her previous experiences and the new experiences he or she will have during this learning process.

While going through this process, it is important that teachers recall and draw from their previous knowledge, skills and attitudes regarding assessment to make their new knowledge more meaningful. All teachers have conducted assessment before and many have conducted continuous assessment activities simply by reviewing pupils' exercise books or correcting the answers that pupils write on the board. This is a type of continuous assessment. The purpose of this holistic approach to teaching and assessing is to build on what teachers know to strengthen, enhance and transform their teaching experiences.

3.1   Objectives

By the end of this chapter you will be able to:

- understand the transformative process of continuous assessment
- know how to be an effective facilitator
- know how to conduct a workshop

3.2   A Dialogue with Thyself

Chapter two discussed the meaning of dialogue as a transformative process that will take place between teachers, pupils and parents. This section specifically focuses on the dialogue that teachers will have with themselves as they go through this learning process. The teacher will try some new continuous assessment techniques with the pupils and will learn how the pupils are performing. Then the teacher will analyze pupils' performance and teach to help pupils to perform better by the next assessment. As simple as this may sound, during this entire process the teacher is having a continuous dialogue with her or himself that is transforming his or her teaching and assessing practice. When teachers analyze the results of continuous assessment they will be reflecting on what they taught, how they taught and on the pupils whom they taught. *Reflection* on their teaching practice will then turn into *action* because the teachers will prepare their schemes of work and lesson plans to teach pupils according to their level of mastery in a particular subject. Through this experience teachers will develop a habit of reflecting on their teaching practice on an ongoing basis. Then they will act to change their teaching so that it focuses on the children's level of knowledge, skills and application. The dialogue that teachers have with themselves will motivate them to improve their teaching. As they will be keep an ongoing record of what they know, understand and can do.

ACTIVITY 3.1 (total time: 40 min.)

With a colleague or with a small group of colleagues reflect on and discuss the following graph and report back to the large group using the case study and questions below.
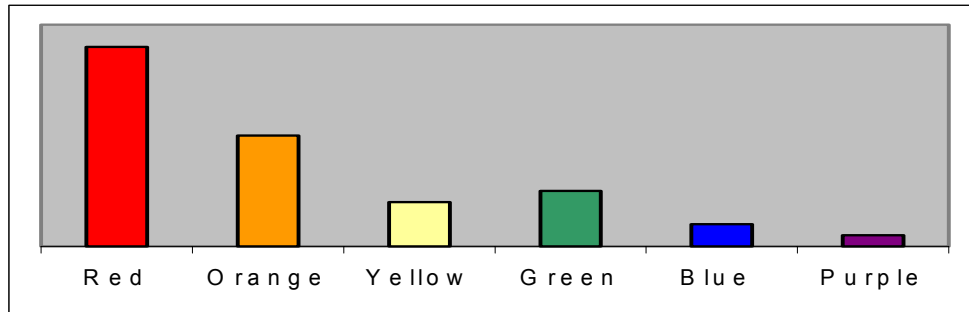
The graph represents a range of knowledge and skills that pupils have acquired in Chichewa. For example, pupils that fall in the red level are in the process of learning the basic concepts of Chichewa. Pupils that fall in the purple category have mastered a more advanced level of Chichewa. Pupils' level of mastery ranges from red, orange, yellow, green, blue to purple. The most difficult Chichewa topics are in the purple level, the easiest in the red.

At which level of Chichewa are most of the pupils? Which level has the fewest number of pupils?

Based on the information you can gather from this chart, what strategies would you use to teach this class Chichewa?

Brainstorm teaching ideas that would help *all* the pupils in this class improve their Chichewa. (Discussion time: 20 min. Reporting time: 20 min.)

3.3   Facilitation Skills

What does a facilitator do?

A facilitator:
- **orients the groups towards the generation of knowledge.**
  For example, he/she helps groups to make lists, categorize issues or strengths, and develop solutions to problems.
- **makes sure that all participants are safe from negative judgments by others.**
  For example, the facilitator asks participants not to criticize personalities.
- **helps people express themselves well.**
  For example, if a participant is unclear, the facilitator will ask questions that help clarify the participant's position.

- **summarizes and reflects to the group what the individuals and group collectively are saying.**
  For example the facilitator records participants' suggestions on a flip chart or makes a verbal summary of what several participants have said.
- **understands the "group energy" and is flexible in dealing with it.**
  For example, if a group is excited about an idea or ready to offer some solutions the facilitator may allow the "group energy" to lead the way, even though something different might have been planned.

💡 **SOME IDEAS**

Rankism

Rankism refers to an individual's position in society and how that position affects the way others see him or her and how the individual use his or her position. Rank is usually a status in society that someone has earned through experience, education, lineage or some combination of the three. The person gains respect because of this rank and what they are able to do because of it. Rankism comes into play when a person's rank is used inappropriately. For example, if a medical doctor comes to a workshop for teachers, everyone respects that person because of his or her knowledge and skills in medicine. Because she is a doctor of medicine, does not necessarily mean she automatically knows about teaching reading in Standard 1 classrooms. In workshops and school settings rankism can keep some people from expressing themselves because they are afraid to voice their opinion in the presence of others who hold higher rank. While it is important to respect rank appropriately, we should be aware of times when someone's rank is being used to prevent progress.

In some education workshops in Ghana participants included inspectors, principals, education professors, teachers and parents. To avoid rankism participants agreed to call each other "sister" and "brother" rather than Dr. *so and s*o, or Mrs. *so and s*o. In this way participants were on equal footing and felt free to express themselves.

As a facilitator, always think of who your audience is and think of ways to help people feel comfortable so that they feel free to contribute to the group.

ACTIVITY 3.2 (total time: 30 min.)

What makes a good facilitator?

1. On your own, think back to a workshop or class that you attended where you learned something new. As you think about that workshop or class make a list of all the ways in

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which you changed throughout that workshop.

2. Now make a list of all the aspects of the workshop or class that were important in helping you learn something new. When making the list it may help to think about the following questions:

   a. What strategies did the teacher or facilitator use that helped you learn?
   b. What did the facilitator say that helped you learn?
   c. What was it about the atmosphere or environment (structure of the room etc.)
      that helped you to learn?
   d. How did you feel in relation to the facilitator?
   e. How did you feel in relation to your other colleagues?
   f. What role did you play in your own learning?
   g. What role did your colleagues play in your learning?
   (Time: 15 min.)

3. With a group of colleagues make a list of qualities of a good facilitator.

4. Now with your colleagues make a list of things to avoid when facilitating a group.
    (Time: 15 min.)

The facilitator may provide the following list to the participants as a separate handout after the participants have completed Activity 2.

SOME IDEAS
Qualities of Good Facilitators
❑   Guides discussion
❑   Provides good questions
❑   Promotes dialogue
❑   Does not necessarily promote own ideas or opinions, although they can be offered where it is appropriate
❑   Interested in having participants solve problems rather than providing solutions to problems.
❑   Focus of the activities of a facilitator is on the group activities not the facilitator
❑   Keeps participants on task
❑   Offers strategies for carrying on in group work
❑   Ensures that participants are safe from personal attacks
❑   Tries to show ways that all can benefit
❑   Provides opportunities for all to participate

ACTIVITY 3.3 (total time: 20 min.)

Qualities of a Good Facilitator

1. With a group of colleagues, discuss each of the qualities of a good facilitator by answering or carry out the following activities:

a. In your group, share what each quality means.
b. For each quality, give an example of how a facilitator would demonstrate it in a workshop in your location.

💡 **SOME IDEAS**

Guidelines for Facilitators

To be a good facilitator it takes certain knowledge and skills – some of them are listed below:

❑   Know the content of the workshop.
❑   Know the participants.
❑   Know your preferences and biases.
❑   Prepare well for sessions.
❑   Inform groups of their tasks and the amount of time they have for each task.
❑   Model the kind of traits you want the participants to learn (e.g., non judgmental, open-minded, fair, creative, flexible, focusing on assets and possibilities, open to learning and personal change).
❑   If a team is presenting the workshop, demonstrate teamwork.
❑   Work together cordially, help each other with tasks, and share responsibilities.
❑   Be aware of relationships of people in the groups. Help participants avoid rankism.

💡 **SOME IDEAS**

Knowing the Participants

Getting to know the participants in a workshop, in a class or seminar requires some effort on the part of the facilitator. Here are some important things you may want to know about your group. Can you think of any other aspects of your group the facilitator should know?

❑   How many participants are there?
❑   How many men? How many women?
❑   Do the participants come from urban areas? Rural areas? Large villages or towns?
❑   What kind of professional experience do they have?
❑   What types of children do they teach? What subjects do they teach?
❑   What are the language abilities of the participants?
❑   What is the educational and social background of the participants?

□ Do the participants know each other? How will you provide opportunities for them to get to know each other?
□ What are some ways you can find out the information above?

3.4 How to Conduct a Workshop Step by Step

1) Set Group Norms

Just as it is important to set classroom rules so that learners know what to expect in the learning environment, it is also important to set norms (or rules) for working with adults in workshop, seminar, meeting and other settings. By setting norms in the beginning of a workshop or meeting a lot of misunderstandings can be avoided. Norms can vary depending on the purpose of the workshop, the cultural context, the length of time for the workshop, etc. In some cases you may find it useful to post norms on the wall for all participants to see. Here are some things to consider when setting norms.

Time.　　　　Are you going to start on time? If not, how long will you wait for others? If you are going to start on time, what about latecomers?

Products.　　Are participants expected to complete something? What are the expected products? What is the role of each person in the production?

Roles.　　　What are the roles of all of the participants and facilitators? Are all people clear on their roles?

Respect.　　How will respect for others be manifested? What does it mean in the Malawian workshop context to show disrespect? How will the group avoid disrespect?

Participation. Who is expected to participate and how will they demonstrate participation? What role will the facilitator play in providing equal opportunities to participate? Here are some norms of participation that have been used by others in workshops and other adult learning settings.

- Self-Monitor if you tend to talk too much. Allow others a chance to express themselves by not "taking the floor" too much.
- Listen with an open mind and heart.
- Engage in dialogue with others, don't just tell what you know.

Norms may be written or unwritten. If they are not written, are they *explicit* i.e., does everyone know them because they have been discussed and agreed upon? Or are the norms *implicit* i.e., understood but have not been discussed or stated?

Develop a set of norms for the entire workshop and small group work activities. The norms may shift from time to time so make sure you and your colleagues provide time to

re-examine the norms periodically. Some good times to do this may be after a break or at the beginning of the day when participants are feeling energized.

2)   Introductions and Icebreakers

Get to know one another.

Introductions are essential in any workshop to set the right stage for interactive learning. Here are a few ideas for helping participants to get to know each other:

- ***Introduce Each Other***
  Ask participants to pair up with someone they don't know. Give participants about 10 minutes to find out important information about the other person so that they can introduce each other to the whole group. At the end of 10 minutes each person in the pair introduces the other person to the whole group by stating three things about the person in addition to the person's name.
- ***Chain of Introductions (for up to 15 people in a group)***
  Make a circle. Start by having one person say his or her name and hometown (or another important piece of information). The next person in the circle has to say the first person's name and hometown, and then tell hi or her own name and hometown. The third person in the circle has to tell the name and the hometown of where the first person is from, then the name and where the second person is from, and then his or her own name and hometown. This continues until all of the people in the group have said the name and home of all those before them. This may not work if the group is too large; people may not be able to remember all of the names and the exercise may take too much time.
- ***Introduction Puzzle***
  Start by giving each person a small piece of paper (1/2 A4 size). Each person must write three interesting characteristics about herself or himself on the paper. They must not put their name on the paper.
  After each person has completed the task, collect the papers and put them in a box or similar container. Mix up the papers so they are not in any particular order. Then have each person select a paper from the box. After everyone has a paper the group is given the following instructions:
  Find the person who matches the characteristics on the paper by interviewing one person at a time. Ask questions that can be answered by "yes" or "no". If the person you are asking does not match the characteristics on the paper, move on to another person. When you think you have matched the characteristics on the paper with the person, ask the person's name and put it on the paper. When everyone has matched a paper with the person it describes, take turns introducing each other by telling the name and person's three characteristics.

Icebreakers
Icebreakers are activities that can be used at the beginning of workshops or at any point during the workshop to re-energize the group. Introductory activities that allow participants to get to know each other are forms of icebreakers because they help people

to relax and become comfortable with one another. Icebreakers also are recommended after lunch or during times when the group energy may become low. Some icebreakers may include songs, dances, short games or physical exercises. When doing icebreakers for the purpose of re-energizing the group, it is important to make the activity brief and fun for the entire group. It should never be an activity that is so difficult that it produces anxiety in many of the group members. For icebreakers to be successful, the facilitator should be energetic and display a playful attitude for icebreakers to be successful.

3)   Strategies for Facilitating Groups
        The following are strategies to facilitate large group discussions so that all participants will have an opportunity to contribute their ideas.

        Brainstorming. Good for generating ideas from the group.

        *   Be clear about the issue or question to be brainstormed.
        *   Record all ideas as they come up.
        *   Record the speaker's exact words (or summarize with the speaker's permission).
        *   Accept all ideas. (There are no good or bad ideas.)
        *   See each idea as "fertilizer" for new ideas.
        *   Sort out ideas according to criteria generated by the group.
        *   Avoid being critical of ideas.

        Response Rounds. Good for getting everyone to participate.

        *   Participants given time to respond to question or exercise individually (quietly) in writing if necessary.
        *   Participants then respond along one-by-one. If someone is not ready to respond they can "pass".
        *   Continue until there are no more responses. Summarize each round if necessary.
        *   All responses are recorded.

        Group-Centered Discussion.

        In some group discussions, you can ask participants in the discussion to orchestrate the flow of the discussion. Instead of the facilitator or the "chair" calling on the next person, the last one to speak acknowledges the next speaker. This puts the emphasis on the opinions and ideas of the participants rather than on the facilitator.

        Facilitating Small Groups

        Even in a well-facilitated large group discussion session some participants will not have an opportunity to share their thoughts and ideas. Large group discussions are sometimes not the best fora for enhancing group learning and group dynamics because often some participants will be left out of the discussion because of people who may be dominating the discussion. To facilitate group dialogue, small group discussions are encouraged to allow individuals to participate at their fullest. Small group discussions can help generate

group knowledge and learning because more ideas are exchanged with a small group of people and then shared with the larger group.

Here is an example of small group work:

Buzz groups. Allows all to participate.

- Give a clear task or topic to discuss.
- Divide large groups into sub-groups of 2-5 people.
- Set time limit. Group chooses recorder and reporter.
- Have sub-groups report to larger group.
- Ask larger group to sort out sub-group responses (e.g., common themes, similar responses, opposing responses, stellar ideas, etc.)

Reporting Out to the Large Group

- Inform groups ahead of time if they are going to report out to the whole group at the end of the exercise.
- Give guidelines for what is to be reported
- Let participants know how much time they will have for reporting out and stay on the schedule.
- Make sure reporters are concise and clear.
- Allow time for clarification.
- If time is available, allow questions and discussion during and/or after each group.
- If there is limited time and each group is reporting on the same topic or exercise, don't allow groups to repeat points that have been mentioned in previous groups.

ACTIVITY 3.4 (total time: 20 min.)
Developing Group Strategies.
1. With a group of colleagues discuss other group strategies you know about or have tried in other workshops.
2. Write out each strategy and add it to your list.
3. Try one of the strategies out among yourselves.

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4)   Evaluate the Workshop

Evaluation of the workshop is a process that can be ongoing during the workshop. The facilitator can conduct simple exercises or activities to "check-in" on how the workshop is proceeding. These can be in the form of written or oral activities that allow participants to give feedback on the workshop, during the workshop and at the end. The facilitator may choose certain questions to ask at the end of each day that would invite responses on what was done for that day's session. For example:

What activity did you like best?
What activity did you like the least?
What have you learned today?
What would you like to learn tomorrow?

By conducting short exercises where participants can give feedback on the workshop and their expectations of the workshop, the facilitator can review the feedback and make modifications to the workshop accordingly. The learning process is mutual between the facilitator and the participants. Continuous assessment of the workshop helps foster an interactive learning environment for all.

CHAPTER FOUR: TALULAR FOR CONTINUOUS ASSESSMENT

4.1   Introduction

The quality of students' learning depends first and foremost, on what happens inside the classroom, especially the teacher's teaching strategies, his or her relationship with the learners as individuals and as groups or a whole class, how he/she motivates them and the total management of teaching and learning activities. Teachers should therefore give this learning good direction and maximize its effectiveness.

Effective learning occurs when teachers take the responsibility for planning and organizing the content to be learned, assessment instruments and tasks for tracking pupils' progress, remediation activities to address learners' problems experienced during the learning progress and enrichment activities for reinforcement and mastery of what has been learned to achieve success. Above all, the teacher's sensitivity to learners' needs is very important. This refers to the ability of the teacher to adapt lessons and modify methods of teaching during delivery after assessment by taking into account how different learners experienced a previous lesson and how the teacher can foster different learners' achievement as they experience the new lesson.

However, it can be argued that effective learning, continuous assessment, remediation and enrichment cannot be accomplished without a broad base of teaching and learning resources. It is believed that education should put great emphasis on skills that would enable the learners to cope with the demands and challenges of everyday life. Skills development requires a lot of practice, hence the need to use a variety of teaching and learning resources for quality teaching and learning, continuous assessment, remediation and enrichment.

In this unit, emphasis is part on the use of locally available resources. Experience has it that the attraction of sophisticated conventional teaching and learning resources has caused some teachers to despise basic teaching and learning resources. Also, because of lack of sufficient practical training many teachers lack the skill of using those basic resources. In addition, many teachers do not recognize the potential of many simple teaching and learning resources available at very little cost. It is worth noting that attention is now being paid to research aimed at discovering ways of producing low cost educational teaching and learning resources and of using a greater quantity of locally available resources in the development of items for effective teaching and learning.

4.2   Objectives

By the end of this unit you will be able to:

- define the term 'TALULAR'
- use the TALULAR challenge sheet as a guide to collecting resources from the local environment
- describe the child's tools of learning
- explain the difference between 'banking education' and 'participatory learning'
- describe principles of TALULAR

- design and produce some TALULAR resources
- demonstrate how to use TALULAR resources to develop literacy and numeracy
- draw illustrations with greater competency
- use basic coloring techniques when making resources
- practice different chalkboard techniques
- describe various ways of displaying things in the classroom
- store TALULAR resources to sustain their use

4.3   TALULAR

What is <u>TALULAR</u>? The acronym <u>TALULAR</u> (pronounced ta-lu-lar or talu-lar) stands for <u>Teaching And Learning Using Locally Available Resources</u>. The word <u>TALULAR</u> may also be used in other contexts:

As an adjective "If we don't have a commercially produced item, we must look for a <u>TALULAR</u> alternative."

As a verb – "We must <u>TALULARize</u> the textbook to ensure that it contains appropriate examples for learners in our rural schools."

As another noun – "<u>TALULARization</u> of our education system will ensure that teachers teach with a variety of teaching and learning resources." TALULARization refers to the process of change, whereby a person, group or system mobilizes locally available resources more effectively and efficiently and becomes less reliant on expensive commercially produced resources, thus making the resulting situation or system more sustainable.

ACTIVITY 4.1 (total time: 30 min.)

<u>TALULAR</u> stands for Teaching and Learning Using Locally Available Resources. In groups, discuss the meaning of "Locally Available Resources" by focusing on what things/objects constitute locally available resources. Make a list of as many locally available resources you can think of. (Discussion time: 15 min. Reporting time: 15 min.)

Philosophy of TALULAR

<u>TALULAR</u> is a simple philosophy that embraces the twin concerns of teaching and learning in the classroom. The nature and quality of teaching and learning is greatly influenced by the resources available. The word <u>TALULAR</u> was coined by Andy Byers (1994) instead of Teaching and Learning materials. He argues that the word "Materials" is no longer enough to describe what can be used in the classroom. In other words, it does not fully encapsulate the philosophy of TALULAR. The word "Resources" should replace "Materials" as a more appropriate terminology.

"Locally Available Resources" refers to what is readily available in the environment and can be used to promote effective teaching and learning in the classroom. TALULAR resources are human, animal, material and non-material.

Human Resources

Human resources are people who facilitate learning apart from the class teacher. For example, teachers may invite guest speakers from the community such as craft-persons to assist in skills development; Village Heads to talk about their duties on some cultural practices or historical events; medical personnel to discuss health issues, and so forth. Teachers may collaborate with other teachers through joint planning, team teaching, mentorship, peer observation, and so forth. Learners can facilitate their own learning during demonstrations, role-plays, group-work, etc.

Using parts of the body in teaching and learning is included under human resources. For example, angles can be shown by stretching the arm, bending the arm at the elbows, joining one finger from the left hand with another from the right hand. The four processes in mathematics: addition, subtraction, division and multiplication are easily worded out with the fingers. Words can be 'written' with fingers, toes, or our bodies. Letters of the alphabet can be formed with parts of our bodies or done jointly with other members.

Animal Resources

This category includes:

- Farm animals such as cattle, goats, sheep, fowls, pigeons, etc
- Pets e.g., cats, dogs
- Wild life e.g., wild animals and birds

Material Resources

This category includes things or objects such as charts (TALULARized), water, soil, stones, pants, sticks, bottle, tins, etc. These may be used directly or recycled to suit the teacher's convenience.

Non-Material Resources

TALULAR also emphasizes the use of non-material resources such as time, personal knowledge, skills, talents, experiences, personal qualities such as humor and perseverance, culture, art, proverbs, stories, songs, dances, games, just to mention a few.

- TALULAR resources may be referred to as Realia i.e., real objects or resources when they are used in their original form as teaching and learning resources. For example, a doctor, a car, a tree, a stone, a carpet, an egg etc.
- Models are used especially when realia are difficult to use, find or dangerous to handle. A model in a recognizable representation of something real e.g., the mold of a snake, because a living snake may be dangerous to handle, the model of the heart or lungs, because the real heart is not visible or accessible.

- Pictures and drawings are normally used as alternatives to realia and models. Put in another way, pictures and drawings are pictorial or diagrammatic representations of realia or models.

The TALULAR innovations advocate for a radical change in the way we view and utilize our locally available resources in order to move closer to quality education and sustainable development. TALULAR collects, tests, develops, illustrates, and shares ideas and activities from around the world, which focus on teaching and learning using locally available resources.

4.4   The TALULAR Challenge

The TALULAR challenge is a collection of diagrams of what can be used from the local environment for educational purposes.

ACTIVITY 4.2

In groups, study the TALULAR challenge sheet provided in this unit carefully.
1. Discuss why the collection of diagrams is given the name <u>TALULAR challenge</u>
2. Identify as may things as possible. For each object or resource describe:
a. One thing you would use in teaching and learning in all the subjects
involved in continuous assessment
b. Describe several things you would use in any one of the subjects
involved in continuous assessment
c. With your collegues, describe various ways of creating a TALULAR bank.
  (Discussion time: 15 min. Reporting time: 20 min.)

SOME IDEAS
Creating a TALULAR Bank
The TALULAR challenge sheet shows a collection of some of the locally available resources - human, animal, materials, non-material, that a creative teacher can use for teaching and learning using practical techniques not just "chalk and talk". It is a useful guide in the collection of a variety of resources from the local environment to establish a broad resource base or a TALULAR bank.

It is emphasized that both the teacher and the learners can contribute towards creation of a TALULAR bank. The following are some of the main ways:
-     Making a TALULAR hunt into the local environment. Specimens and other resources can be observed or collected and stored in the school.
-     Students can bring some of the resources from home.
-     Through subject integration, that is, items made in one subject or for one subject may be used in another subject. For instance, items made in Fine Arts can be used in Mathematics, language, etc.

| • Pictures can be obtained from magazines, pamphlets and newspapers.
| • The teacher can prepare charts. Envelopes, used A4 size papers and sheets of exercise books are pasted together with porridge as glue to make chart paper.
| • Borrowing things from the community to overcome the limitations of the classroom.

TALULAR Challenge Sheet

The TALULAR Challenge Sheet is given such a name for the following reasons:

- **It is a challenge to know which resources can be used for teaching and learning.** The local environment is believed to contain a lot of resources and yet we often experience lessons that are totally without such teaching and learning.
- **It is a challenge to know which one thing can be used in several situations or subject**. Some teachers have a narrow view of what else they can do with the resource they have used in one situation. The bottle caps, for example, can be used as counters in Mathematics, as well as teaching the alphabet, word formation, etc in language.
- **It is a challenge to know which different things can be used in the same situation or subject**. Such knowledge is necessary in that when some of such resources are missing, one always has an alternative that is readily available for immediate use. For example, sticks, stones, seeds, leaves, coins, bottles, bottle tops, clay balls, etc can be used as counters to teach number value.
- **It is a challenge to know that the challenge sheet does not contain all the relevant items or resources**. There are many more resources that can be used for teaching and learning from the school environment, but have not been included in the challenge sheet. It is the duty of every teacher to discover what is missing and include it to make the challenge sheet richer and richer.
- **It is a challenge to know how to use the locally available resources appropriately.** It should be recognized that making teaching and learning resources available is one thing and using them effectively and efficiently is another. A deliberate effort must be made to match a particular resource to a particular situation to the best advantage. One may also match a particular resource to several situations or subjects, or match several resources to the same situation or subject. For example, one should be able to identify resources relevant to teaching Mathematics, Chichewa or English, relevant resources for continuous assessment tasks in these subjects, relevant resources for remediation and enrichment work, and so on.

4.5   The Child's Tools of Learning

It is often said that some people enter the teaching profession without having in their minds any clear idea of the purpose of education. The result is dull and careless teaching. A good teacher recognizes the reasons why learners come to school, why parents send their children to school, or what schools are for. In addition, a good teacher recognizes what every learner brings to the classroom that may enhance his or her perception in the learning process.

ACTIVITY 4.3 (total time: 30 min.)

Tools of learning are factors that facilitate learners' perception that every teacher should take advantage of.
Individually, read the following story and answer the questions that follow it. In groups, compare your answers and come up with consolidated answers.
A young cock
Once upon a time there was a young cock who was warned by his mother never to peep into a nearby well. The cock agreed, but as time went on, he became more and more restless, wondering what could be inside it. Eventually, he decided to satisfy his longing by taking a single peep. He did so, and thought he saw another cock looking at him. He challenged the cock in the well and was challenged in return. Unable to stand the insult, he flew down upon the 'other cock' and he died in the well.
(Adapted from West African Teacher's Handbook by SA banjo)
Questions
1. Which word would you give to describe the longing on the part of the young cock to know what was inside the well?
2. Which senses did the young cock use in order to satisfy his longing?
3. Which things would you say are likely to create a situation like the one in this story?
4. If you were the mother to this young cock, how could you have prevented the young cock from drowning in the well? Time for reading individually is 5 minutes. Time for answering the questions is 10 minutes; spend 15 minutes for discussion. (A plenary may not be necessary.)

Children's Learning Tools

A child's tools of learning include the following:

- **The five senses**
  It is known that knowledge comes to us through the senses of sight, hearing, touching, taste and smell. It is said that through these senses we maintain our communication with our environment. What we see, hear, touch, taste or smell is reported to our brain, which interprets the sensation in the light of our previous experience. The result is what is known as perception. It is important to realize that a broad base of varied teaching and learning resources will satisfy all the senses, hence the need to *TALULARize* the classroom so that it contains relevant and appropriate resources so that pupils understand what they learn through their senses.

- **Attention**
  Learners want to see, hear (sound), touch, taste or smell things. What TALULAR resources aid attention? Pupils usually find it is very easy to pay attention when the subject or topic is very attractive and interesting. It is extremely important that teachers make teaching, continuous assessment, remediation and enrichment as

attractive and interesting as possible to capture students' attention. Attractive TALULAR resources arouse learners' interest and motivate the learners because these are within their experiences. In addition, these resources enhance teacher's demonstration, description, assessment, learners' observation and overall teaching practices.

- **Memory**
  Memory is said to be the storehouse of knowledge. Through memory, learners retain, and recall when asked, the information they have acquired through their sense impressions. It is the duty of every teacher to adopt in his or her teaching, methods that will help learners to remember what he/she is teaching them. By using TALULAR resources learners handle, manipulate, observe, experiment, describe, etc. and in that way their memory is enhanced. In literacy learners' memory is improved by creating a clearly defined context in which the meanings of words are thoroughly illustrated. Varied TALULAR resources will facilitate creation of a more meaningful context which results into clear understanding of what learners learn. It is clear meanings that aid learners' memory, hence use TALULAR resources as often as appropriate.

- **Curiosity**
  Curiosity is normally defined as a drive that is evoked by anything only partially understood. It is usually evoked by anything strange, new or unusual, and so on. For example, the longing of the cock in the story to know what was inside the well was due to curiosity, the cock, being curious, sought restlessly for an explanation until he looked into the well for it. Curiosity causes one to explore strange places and objects in order to know them. It is believed that if a teacher manages to evoke the learner's curiosity, he/she finds them asking questions, examining material for the lesson and doing all they can to understand the topic. How can a teacher evoke students' curiosity in the classroom? A good teacher uses TALULAR resources as devices to whet or sharpen pupil's curiosity during the introduction to his or her lesson. The teacher maintains and satisfies pupils' curiosity by effectively using TALULAR throughout the lesson. Continuous assessment will be effective if pupils' curiosity is adequately satisfied as such during teaching and learning activities. Remediation will be minimized and enrichment to promote learners' mastery of what they are learning may be the only activity necessary after teaching.

4.6   Banking Education vs. Participatory Approaches

Educational development experts are convinced that only participatory approaches enhance learners' understanding of what they learn. Banking education on the other hand, encourages passive learning and learners rely heavily on copying or memorizing notes even if they do not understand them.

ACTIVITY 4.4 (total time: 45 min.)

You are familiar with what happens in banking transactions whether at a commercial bank or Post Office Savings Bank. A customer goes to the bank and deposits some money, and the bank teller receives and records the deposit (credit). Some days later, the customer goes back to the bank to withdraw money against his or her deposit.

Working in groups:
1. Explain the way(s) in which the above scenario is similar to what goes on in the classroom.
2. Give examples of participatory approaches.
3. Using TALULAR chart paper draw two columns to contrast 'banking education' with 'participatory learning'.
Report your work in a plenary after 25 minutes. (Reporting time: 20 min.)

Banking Education

Banking education refers to the traditional educational practice in which the teacher is regarded as the fountain of knowledge. Teaching is defined as 'imparting knowledge'. The teacher gives out the knowledge to the learners while the learners receive it passively. During a lesson, the teacher expects to receive back exactly what he/she taught the students. The champions of Banking education or teacher-centered education as it is sometimes called, advocate for the following advantages:

- Wide *coverage* of the syllabus within a short time
- It creates a quiet class, 'always listening to the teacher'

However, according to du Plessis (2002), they *cover the syllabus* instead of *uncovering* the syllabus. Covering the syllabus refers to teaching the topics regardless of pupils' understanding. Uncovering the syllabus refers to teaching that ensures that pupils understand the topics thoroughly.
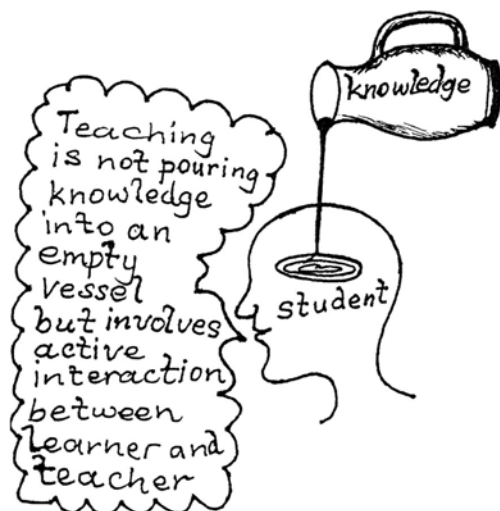
It can be argued that teaching is not like pouring a liquid into an empty vessel as illustrated above, but involves an active interaction between the teacher and the learner.

Participatory Learning

Participatory learning refers to the active involvement of the learner during the process of teaching and learning. It is sometimes called 'child-centered' teaching and learning. Teaching is defined as a process that facilitates learning. The teacher's role is to create situations in which the student can learn actively and effectively. It is recognized that a lesson is not taught unless it is learned. Therefore the teacher acts as a catalyst so that learners understand and master what they learn.

Some of the approaches a teacher can use as a facilitator to enhance active participation in the classroom are the following:

- **Asking and answering questions**
  Questions may be asked on a topic as pre-questions during introduction to stimulate thought or to guide reading of a comprehension passage in literacy, revision of previous work orally or written practice, as a group task to consolidate what has just been presented, and so on. Learners should be allowed to ask questions to the teacher and to fellow learners. Questions should be varied, well constructed, well distributed relevant and balanced. These questions can be adapted to suit a teaching and learning lesson, continuous assessment, remediation and enrichment.

- **Problem solving**
  Learners are given more challenging work, which they study and come up with solutions individually or in groups. Problems are developed by the teacher for groups of students to solve. Often more than one solution to a problem can be found. Problem solving also prepares learners for critical thinking, decision-making and effective communication.

- **Dialoguing with others**
  Learners are given the opportunity to share experiences with others through dialogue. It is believed that people are receptive to dialogue and involvement rather than simply being told. Dialogues enhance fluency and effective communication in language development.

- **Games**
  These may take the form of puzzles, quizzes or competitions. Games are useful during remediation and enrichment to motivate the learners, to consolidate a topic to arouse interest or energize the learners particularly when they begin to show signs of fatigue.

- **Discussion of learning topics**
  Discussion may involve a whole class or a panel. Normally, a whole class discussion or plenary follows group discussions to consolidate what was discussed in the different groups. Discussion is an opportunity to develop listening, speaking and organization and presentation of ideas in a logical order as they share knowledge and experiences.

- **Debate on important topics**
  Learners are engaged in a formal discussion where they are put into two groups of proponents of the topic and opponents. This activity allows them to examine reasons for their views.

- **Field trips**
  Learners are taken to see a real life situation or make a TALULAR hunt into the environment. Learners are required to observe, collect specimens and write a report of the visit. This is an opportunity to develop the skill of observation and writing skills in language development.

- **Role play**
  Learners act out situations. As they act the role they experience the feelings of the person they are imitating.

- **Songs**
  Learners are engaged in singing to reinforce understanding of an idea or concept. In Mathematics counting songs enhance understanding of number value. In language teaching and learning songs reinforce pronunciation, intonation and meanings of words. Poems and rhymes, for example, are often put into a time and sung. Singing also motivates the learners.

- **Story-telling**

  Learners can tell stories that are true or fictional, or they can listen to a story and discuss it or retell it. They can also write stories, which can be presented to the class for discussion. Stories enhance development of the language skills of listening, speaking, reading and writing.

- **Peer teaching**

  This is sometimes called child-to-child method or peer mentoring. One learner takes up a responsibility towards others. For example, during group work a learner may teach skills to another child or other children.

- **Entereducate or edutainment**

  This is a participatory method that combines entertainment with dissemination of information. It encompasses role play, or dramatization, singing and dancing. This is a good approach to teaching by entertaining the learners to motivate them and at the same time emphasizing the main learning points.

Banking Education and Participatory Learning

Banking education	Participatory learning
Teaching is defined as imparting knowledge.	Teaching is defined as a process that facilitates learning
Learners are regarded as empty vessels and their experiences are not used in teaching.	Learners are believed to bring some experiences to the classroom, which are used to fulfill the principle of beginning from known to unknown.
Learners learn passively.	Learners are actively involved in their studies or lessons
Learners are afraid of taking up a responsibility for their learning so that they lack confidence. When the teacher is away, they cannot do anything on their own.	Learners develop confidence and take responsibility for their learning. When they are left alone, they use their initiative and use the time effectively.
The teacher is interested in covering the syllabus in readiness for exams.	The teacher is interested in uncovering the syllabus for quality teaching and quality learning.
Learning styles are not considered. All the learners are regarded as the same, hence teaching and learning resources are not important.	Learning styles are considered. A variety of teaching and learning resources are used so that learning is enhanced.
Creativity is not developed, because learners receive knowledge.	Creativity is developed because through active involvement learners discover new ways of doing things.
Learners do not practice what they learn. It is possible to reach a high class before effective mastery of what they learn.	Learners practice their skills and knowledge and they become proficient in their work as a result of this. Practice makes perfect.
Learners rely heavily on memorizing	Learners understand what they learn

things, which encourages rote learning	because the various participatory approaches provide more meaningful situations in which learning makes sense.

There are many more approaches that can promote participatory learning, continuous assessment, remediation and enrichment. It must be stressed that a rich collection of teaching and learning resources adds to the effectiveness of these participatory approaches. Using the local environment as a source of teaching and learning resources increases the chances of creating a broad base, hence the use of TALULAR initiatives.

4.7   Principles of TALULAR

Principles of TALULAR are rules or themes that govern operations in the TALULAR initiatives.

ACTIVITY 4.5 (total time: 35 min.)

Principles guide during production of TALULAR resources and when using these resources. Working in groups:
1. List down some of the principles of TALULAR you would bear in mind when developing and using TALULAR resources for teaching and learning.
2. Discuss their importance.
    In a plenary, report your work after 15 minutes. (Reporting time is 20 minutes.)
3. Sing some verses of the TALULAR SONG that are based on the principles you have discussed.

TALULAR Guiding Principles

The TALULAR guiding principles are summarized as follows:

- **Quality education**
  The TALULAR initiative advocates a radical change in the way we view locally available resources, in order to move closer to quality education and sustainable development. TALULAR collects, tests, develops, illustrates and shares ideas and activities from around the world, which focus on teaching and learning using locally available resources. Lessons based on banking education are dry and dull. TALULAR complements what textbooks contain by widening the resource base to include many non-material resources necessary to promote participatory learning and for the holistic approach to materialize. In order to have an all round education you and the learners need access to a large and varied resource pool. It is emphasized that every teacher should engage in a TALULAR hunt and create a TALULAR bank to achieve quality education.

- **Good teaching**

  The teacher is often said to be one of the most important variables as far as quality education is concerned. A well-qualified and committed teacher can promote quality education through good teaching. For instance, according to Hanson (1964),

  > *"an important sign of the long-range health of a nation is the spirit and quality of its teachers. There is no substitute for teachers who are dedicated to their nation and to their pupils. It is for this reason that African nations are correct in emphasizing the importance of getting the very best people possible into teaching and making every effort to keep them there. The future of the nation rests in the hands of the teachers, for the qualities they possess today will inevitably be reflected in the citizens of tomorrow."*

  By creating a TALULAR bank the teacher ensures that teaching and learning resources are readily available whenever they are required. The TALULAR resources used effectively and efficiently will contribute to good teaching thereby enhancing implementation of a holistic approach to education.

- **Good learning**

  Good teaching and good learning are twin concerns. It is argued that good teaching facilitates good learning. In good learning the teacher engages learners in many varied and purposeful activities by means of a considerable diversity of TALULAR resources with adequate guidance, supervision and active involvement so that learning makes sense.

- **Creativity**

  TALULAR encourages creativity. Often in leader training, teachers are told to be creative. "The best teachers are creative and innovative; be innovative. When you get to your school, make sure you make the best use of the environment!" Yet teachers have little guidance in how to be creative, innovative or resourceful. Simply telling teachers to make the best use of the environment is not good enough. TALULAR offers a prototype of sample teaching and learning resources and demonstrations of how they are made by recycling what is collected from the environment. The demonstrations include how to use these resources in the classroom, for quality teaching and learning.

  Zembeni (2000) argues that teachers have many ideas most of which are latent. One or two TALULAR ideas accepted will liberate the mind, which will lead to more ideas taking off from the ground leading to new heights of creativity. It is also believed that a creative teacher makes a creative class as the TALULAR resources they manipulate during practice in making things offer an opportunity to come up with interesting designs and models.

- **Motivation**

  TALULAR motivates because the resources are normally basic or straightforward. Since most of the TALULAR resources are readily available in the local environment, they are within the experience of the students, hence using them fulfills

the principle of beginning from known to unknown, which captures learners' interest. In addition, TALULAR resources help in clarifying difficult concepts. Teaching and learning makes sense to the learners when it is well contextualized. Normally, concepts presented theoretically sound complicated, abstract and uninteresting. Teachers can create more meaningful contexts with TALULAR resources in which learning makes sense and is enjoyable.

- **Variety**
  One of the rules for good teaching and good learning is that lessons should be varied. Lack of variety in the lesson can lead to monotony and boredom. TALULAR resources are abundant in the local environment; hence, creation of a TALULAR bank with varied resources is very easy. A variety of resources will enable the teacher to organize a variety of activities, which motivates the learners. "Variety is the spice of life," so goes the saying.

- **Productivity**
  It is believed that an educated community is a productive community through the well-qualified doctors, teachers, engineers, etc. in the community. These well-qualified personnel join the community from schools that provide quality education. It has been said earlier in this unit that TALULAR helps to boost quality education, through observation, manipulation of the resources and practical application of what students learn. Skill development is facilitated by practical training with the aid of the varied TALULAR resources, and the learners transfer these skills to the community when they leave the classroom.

- **Transformation**
  Quality education is said to transform learners for the better. Quality education facilitates a positive change of knowledge, skills, attitudes and behavior in learners. The absence of quality education, which partly emanates from lack of teaching and learning resources, results into many learners leaving school deficient in knowledge, skills and adequate mastery of these. It has been highlighted earlier that use of variety of TALULAR resources enhances good teaching and good learning which are attributes of quality education. Quality education in turn promotes effective transformation.

- **Continuous assessment**
  Continuous assessment (CA) refers to a situation in the classroom whereby the teacher keeps track of learners' progress as individuals side by side all teaching and learning activities. Continuous assessment emphasizes pupil achievement, provision of remediation to those who have not reached the required level of mastery and enrichment for those who are doing well. Teachers use Tabular skills in constructing continuous assessment items, record books, classroom management strategies and teaching and learning materials.

- **Cost effectiveness**
  TALULAR resources are affordable, often costing little or nothing, thus increasing the chances of good teaching and learning. Also, TALULAR resources are culturally acceptable as it values culture with resources from the community or local environment. One advantage of this is that it is easy to mobilize the community and can contribute towards education as follows:
  - Fund raising activities to help buy needed equipment and other resources
  - Put up extra classrooms by involving local contractors and business persons
  - Professional people in the community can be invited to talk about their work or area of specialization to students
  - Traditional leaders can be asked to give the history of the area
  - Literate members work side by side with teachers to teach literacy and numeracy
  - Field trips can be organized to factories, farms, hospitals, and so on

  TALULAR recognizes community participation and contribution in an attempt to make education cost effective. This involvement empowers people at the grassroots level, thus increasing local creativity and decentralization. It is argued, however, that for schools to benefit from active community contribution, they should create an inviting climate for the community. Roles of various community groups and committees should be defined clearly. Also, find out the view of the community members about areas that require improvement and working together in improving these. Planning and organizing an "Open Day" is another way of reinforcing cooperation with the community.

- **Sustainability**
  TALULAR promotes sustainability in a number of ways:
  - Establishing a TALULAR bank and effective use of the TALULAR resources will increase chances of sustainability of good teaching, good learning, learners' motivation, variety in teaching, and so on.
  - Empowering at the grassroots level increases local creativity as mentioned earlier, and chances of sustainability of the school infrastructure, and the entire education system.

  TALULAR resources are environmentally friendly, thus encouraging us to reduce litter, reuse or recycle things while emphasizing the value of resources in our local environment. Appreciation of the value of resources in our local environment will lead to many people supporting our efforts in our schools to boost quality education by contributing resources. This in turn, will promote sustainability of good teaching, good learning, quality education, and so on.

- **Success**
  It is known that TALULAR promotes learners' success particularly if a lot of attention is given to the foregoing TALULAR principles or themes. For example, quality education is judged against teacher performance and learner performance. Where there is quality education it is believed that learners and teachers achieve a lot

of success in the teaching and learning process, and TALULAR enhances this success.

TALULAR Song

Now sing the following TALULAR song based on the principles or themes presented above:

1 TALULAR for quality
   TALULAR for quality
   TALULAR for quality
   TALULAR for quality.

   Chorus

   TALULAR, TALULAR
   TALULAR for quality
   TALULAR, TALULAR
   TALULAR for quality.

2 TALULAR for good teaching
   TALULAR for good teaching
   TALULAR for good teaching
   TALULAR for good teaching.

   Chorus

   TALULAR, TALULAR
   TALULAR for good teaching
   TALULAR, TALULAR
   TALULAR for good teaching.

3 TALULAR for good learning
   TALULAR for good learning
   TALULAR for good learning
   TALULAR for good learning.

   Chorus

   TALULAR, TALULAR
   TALULAR for good learning
   TALULAR, TALULAR
   TALULAR for good learning.

4.8   Designing and Producing Some TALULAR Resources

This part is concerned with the material resources mentioned earlier. There are many types of material resources which may be used directly or they may be used to produce other forms. Examples are:

- Real objects, sometimes called realia
- Models
- Pictures, or photographs
- Charts, or posters
- Textbooks
- Chalkboards

ACTIVITY 4.6 (total time: 1 hour, 30 min.)
During designing and producing teaching and learning resources teachers should be guided by advantages of teaching and learning resources, criteria to be considered and the purpose for using the resources.

In groups:
1. Discuss some of the advantages of TALULAR resources.
2. State the criteria to be considered when designing and developing teaching and learning resources.
3. Mention the advantages of making your own TALULAR resources.
4. Using boxes, sacks, buckets, plastic bags, etc explore the environment and collect any TALULAR resources of your interest.
5. Use some of the items you have collected to produce some TALULAR resources for teaching, continuous assessment, remediation and enrichment.

Discuss 1 - 3 for 15 min. Conduct a plenary for 15 min. before getting into
4 and 5. Spend 20 min. collecting materials. Spend 40 min. producing materials.

Advantages of Using TALULAR Resources

TALULAR resources have the following advantages:

- They help the teacher to make abstract concepts concrete.
- They help pupils to understand the subject matter easily.
- They enhance pupils' memory.
- They help pupils to interact and appreciate their immediate environment.
- They help the teacher to make teaching and learning realistic and meaningful.
- They help the development of useful learning skills such as listening, observation, manipulation of objects, analysis, etc.
- They stimulate pupils' curiosity and motivation.
- They induce creativity in both the teacher and the learner.

By considering these advantages the teacher can collect or produce appropriate TALULAR resources in order to realize them during actual teaching. The following criteria should be considered when designing and producing TALULAR resources. They should be:

- attractive to hold pupils' interest.
- accurate.
- appropriate for learners' level of understanding.
- brief, covering or containing essential information only.
- bright, adding color if possible.
- carefully made for effective teaching and learning.
- clean. Untidy resources spoil lessons.
- clear for pupils to get the message.
- in good condition. Dog-eared charts, posters or broken resources may distract the learners.

The criteria highlighted above help the teacher to develop teaching and learning resources that are most suited to teaching and learning.

Making your own TALULAR resources has the following advantages:

- It is less expensive than buying the conventional or commercially produced resources.
- You can design and produce resources to suit your purposes and your learners' needs.
- You can choose those that are directly relevant or appropriate to your local community or situation.
- In continuous assessment you do not waste time waiting for the conventional teaching and learning resources.
- Students can work with you in planning and making the teaching and learning resources available.
- Using your own resources develops a sense of ownership and pride.

Establishing a TALULAR Bank

The following activities should be carried out when making a TALULAR hunt to establish a TALULAR bank:

- Exploration of the environment to identify or hunt for the materials.
- Collecting the materials using boxes, sacks, buckets, plastic bags, bottles, tins, plates, and so on. Learners may assist.
- Sorting out the materials into those to be used directly and those that require modification or recycling to suit one's convenience
- Recording the samples for easy access during production or use in teaching e.g. seeds, fruits, stones, tins, bottles, bottle tops, etc.
- Keeping the materials in a TALULAR bank. Containers may be needed. Label the containers.

- Production or making teaching and learning resources. The resources so made are stored in the TALULAR bank in readiness for use. It may be necessary to create your own challenge sheet by listing all that you have in the TALULAR bank for easy access during teaching.

During sorting some of the materials collected may require cleaning as another activity. Also, the following equipment may be required:

- Knives including panga knives if necessary.

4.9   TALULAR Items for Maths Assessment

Materials Needed

In order to assess Standard 3 pupils in Maths each teacher will have to prepare a set of materials. Using TALULAR teachers will develop the materials that can be used to assess pupils. Note that the same materials or similarly made materials can be great teaching and learning materials too. This is a way in which continuous assessment gets integrated into teaching and learning. See Chapter 5 for a full description of the Maths assessment.

Question cards for each level of Maths

- 20 cards for the red level
- 20 cards for the orange level
- 20 cards for the yellow level
- 20 cards for the green level
- 20 cards for the blue level
- 20 cards for the purple level

Materials Needed for Red Level:
21 bottle tops, 10 sticks (two of different lengths from the others), (3) 1 kwacha coins, (1) 10t coin.

Materials Needed for Orange Level:
Bottle tops, (1) 50t coin, (1) 10t coin, (1) 20t coin, (5) 5t coins, number cards 5, 4, 6, 3

Materials Needed for Yellow Level:
4 bottle tops, (1) 50t coin, (5) 10t coin, (1) 20t coin, (5) 5t coins,(6) 1K coins, number cards 5, 4, 6, 3

4.10   TALULAR Items for Chichewa

Materials Needed

In order to assess Standard 3 pupils in Chichewa each teacher will have to prepare a set of materials. Using TALULAR teachers will develop the materials that can be used to assess

pupils. Note that the same materials or similarly made materials can be great teaching and learning materials too. This is a way in which continuous assessment gets integrated into teaching and learning. See Chapter 6 for a full description of the Chichewa assessment.

Materials Needed for Red Level:
10 items about print; 5 vowel cards; 20 syllable cards

Materials Needed for Orange Level:
10 items about print; 5 vowel cards; 20 syllable cards

Materials Needed for Yellow Level:
10 items about print; 5 vowel cards; 20 word cards

Materials Needed for Green Level:
One (1) Standard 2 story; 5 comprehension questions; one listening story; five comprehension questions from listening story

Materials Needed for Blue Level:
One (1) Standard 3 story; 5 comprehension questions; 1 listening story; 5 comprehension questions from listening story

Materials Needed for Purple Level:
One (1) Standard 3 story; 5 comprehension questions; 1 listening story; 5 comprehension questions

4.11   TALULAR Items for English

Materials Needed

In order to assess Standard 3 pupils in English each teacher will have to prepare a set of materials. As with mathematics, using TALULAR teachers will develop the materials that can be used to assess pupils. Note that the same materials or similarly made materials can be great teaching and learning materials too. This is a way in which continuous assessment gets integrated into teaching and learning. See Chapter 7 for a full description of the English assessment.

Materials Needed for Red Level:
Alphabet cards; 20 word cards

Materials Needed for Orange Level:
Alphabet cards; 20 word cards

Materials Needed for Yellow Level:
Alphabet cards; 20 word cards; 3 sentence cards (boards)

Materials Needed for Green Level:

Alphabet cards; 20 word cards; 3 sentence cards (boards); one (1) Standard 2 story; 5 comprehension questions

Materials Needed for Blue Level:
20 word cards; one (1) Standard 2 story; 5 comprehension questions

Materials Needed for Purple Level:
20 word cards; one (1) Standard 2 story; 5 comprehension questions

4.12   Using TALULAR Resources to Develop Literacy and Numeracy

It must be emphasized here that TALULAR resources are not worth the name unless the teacher knows how to use them effectively and efficiently. Efficient use of TALULAR resources refers to using them without causing problems or using a limited number of resources, but achieving highly in terms of teaching and learning.

ACTIVITY 4.7 (total time: 1 hour, 6 min.)
Read the following Case Study and answer the questions that follow it.
Mr. Kapamba is a teacher at Tiferazina Primary School. He is a qualified teacher and teaches in Standard 3. He writes lesson plans for all the subjects he is expected to teach each day and updates his schemes and records of work every week. He has
learned some TALULAR initiatives and goes to class with relevant teaching and learning resources for every lesson.

Unfortunately, Mr. Kapamba teaches the whole of his lesson from the introduction to the end without touching any of the resources he brings to class. Working in groups:
1.   Why do you think Mr. Kapamba doesn't use the resources he brings to class?
2.   What would you suggest to Mr. Kapamba to help him?
3.   Using some of the TALULAR resources you made in Activity 6, prepare a lesson based on Standard 3 Mathematics, Chichewa or English and demonstrate how you would use these resources. Teach the work to peers or real pupils if possible. Present your responses and lesson observations in a plenary after 30 minutes. (Reporting time: 36 min.). *N.B.* 6 minutes per group.

Feedback

The following could be some of the reasons why Mr Kapamba does not use the TALULAR resources he brings to class:

- He lacks adequate lesson planning. He simply knows how to prepare a lesson plan and not determining in advance which particular resource will be used in a particular step.

- Mr Kapamba lacks skills in effective use of TALULAR initiatives. He doesn't know <u>how</u> to use the items he has made.
- Mr Kapamba works in isolation. He lacks close association with other teachers in order to benefit from their expertise.
- He writes a lesson plan just as a matter of routine. He does not refer to it during teaching to determine which step calls for a particular resource.
- He does not internalize the lesson notes i.e. having a general idea of how the lesson will follow.

The following tips may help Mr Kapamba in subsequent lessons:

- As part of the process of preparing to teach, systematic planning in the use of TALULAR resources is essential. Experience has shown that some teachers often do not know how to blend the abstract nature of the topic with an appropriate resource.
- He should indicate in his lesson notes in which part of the lesson a particular teaching and learning resource will be used.
- He should internalize the lesson notes. This means having a general idea about how the lesson will develop from the introduction.
- Refer to the lesson notes occasionally in order to ensure that nothing is missed as far as logical and systematic presentation of the topic is concerned.
- He should be conversant with how any of the resources he brings to class is actually used.
- Mr Kapamba should realize that TALULAR assists teachers to teach effectively and the learners to learn effectively. Therefore, TALULAR resources should not be brought into the classroom with a purpose in mind.
- Joint planning and consultation are essential for teachers sharing ideas and expertise. Mr Kapamba should not work in isolation.

4.13   Effective Use of the Chalkboard

The chalkboard is the most commonly used teaching and learning resource available to teachers. In situations where pupils' books are few, the teacher copies the work e.g., a reading passage, on the chalkboard and refers to the chalkboard as an alternative to using a pupils' book.

ACTIVITY 4.8 (total time: 60 min.)
Writing on the chalkboard requires practice. Without practice the writing goes either uphill or downhill; the strokes are faint or thin, and so on. In groups:
1, Discuss how you would use TALULAR resources to ensure that writing on the chalkboard does not consume learning time.
2. Discuss some of the chalkboard aids you have used with the chalkboard as TALULAR alternatives
3. Describe tips you have found useful when using the chalkboard
4. Practice making some of the TALULAR chalkboard aids, and demonstrate how you would use them in teaching,
Write your work in (a) to (c) on a chart and display. Spend 35 minutes for preparing your TALULAR chalkboard aids and 25 minutes for demonstration.

Feedback

In order not to waste learning time as a result of writing on the chalkboard during the lesson, the teacher should TALULARize the situation as follows:

- Write on a portable chalkboard in advance
- Write on a TALULAR chart (e.g., cardboard), a chart made by joining A4 size sheets with porridge.

TALULAR Chalkboard Aids

Chalkboard aids are materials that a teacher uses when working on the chalkboard. Normally, the teacher's efficiency when using the chalkboard is affected by the limited number of aids he/she uses. The following are some of the TALULAR chalkboard aids a teacher can use to improve the situations:

- **Chalk**. In the absence of the conventional chalk, cassava (dry) has been used. Remove the outer cover, shape it to size and dry the pieces - (makaka in Chichewa)
- **Chalkboard duster.** If the conventional duster is not available, make a small bag with cloth/blanket; thread and needle. Fill the bag with cotton wool or small pieces of cloth/blanket or an old sweater and complete the sewing.
- **Chalkboard ruler.** Split bamboo pieces and a piece of plank with a straight edge have been used in the absence of the commercially produced rulers.
- **Strings.** These can easily be made from sisal. They are useful when drawing lines and shapes on the chalkboard.
- **Stencils.** These may be made from cardboard or thin sheet of metal. They are useful when writing letters and drawing shapes or diagrams.
- **Templates.** These are made from cardboard or plywood. They are used for drawing maps, shapes, figures, etc by drawing around the template e.g. template of maps of Africa or Malawi.

- **Perforated outlines.** These are outlines of maps, shapes, figures, on cardboard with holes along the outline. Marks are made on the chalkboard with a piece of chalk through the holes.
- **Card compass.** This is a strip of cardboard with holes for drawing circles. A ballpoint pen is inserted in one hole on the left-hand side with its tip touching the chalkboard firmly. A piece of chalk is inserted in another hole on the right-hand side with the tip touching the chalkboard. Move the card compass round by holding the piece of chalk and drawing a one.
- **A pointer.** A stick is often used as a pointer. Other TALULAR pointers include rolled pieces of paper (may be pasted together with porridge), an iron rod (from an old umbrella), a piece of wire, and an old radio aerial.

Chalkboard Tips

Here are a few tips on effective use of the chalkboard:

- Learn to make quick illustrations on the chalkboard using the drawing alphabet as a guide
- Divide the chalkboard into columns and use the columns systematically from the left to the right.
- Set your work neatly and orderly to set a good example for your pupils.
- Write briefly and keep turning towards the learners after writing something.
- Avoid talking to the chalkboard while you write.
- Underline headings and important key words with a ruler.
- Draw important diagrams in advance i.e. before the lesson starts.
- Keep your writing bold so that it can be read easily from the back of the classroom.
- What you write on the chalkboard should make sense. Step back and keep checking what you write to detect mistakes.
- Keep moving in the direction of your writing as you write.
- Keep your hand flexible and write freely.
- Keep practicing writing on the chalkboard to ensure effective and efficient use of the chalkboard by developing your chalkboard skills and use of the TALULAR chalkboard aids.
- Clean the chalkboard after use. Also, paint the chalkboard regularly.

Chalkboard Illustrations

Circles on the chalkboard

(a)
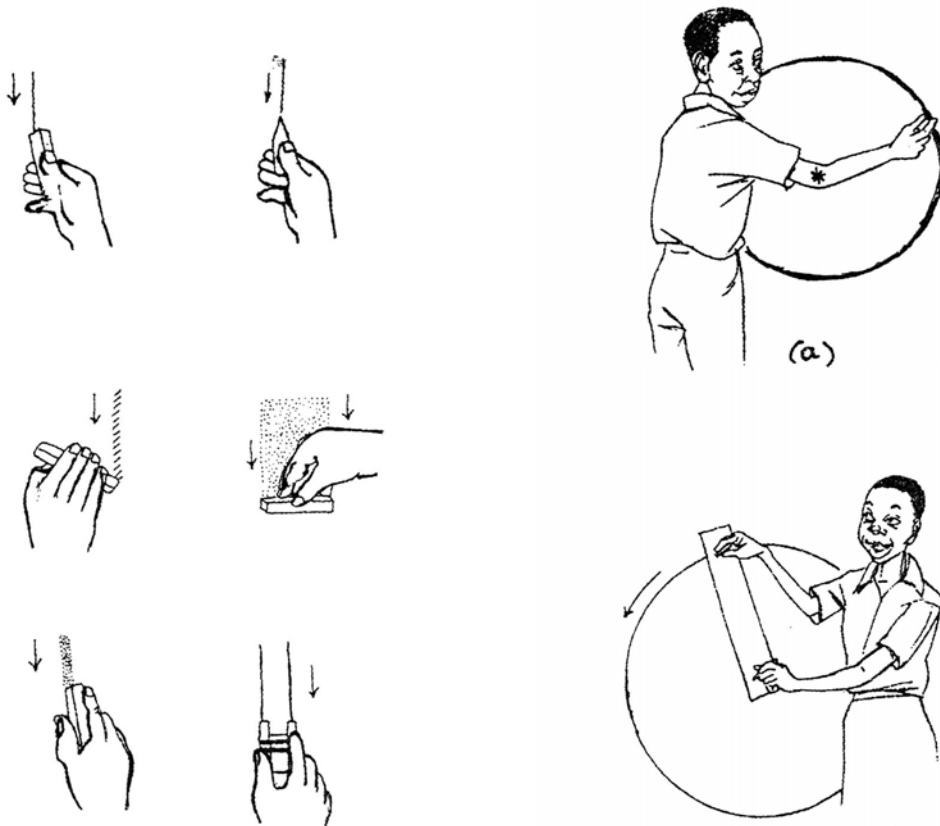
Different Types of Lines

Lines: You can produce a variety of lines by holding and using chalk in different ways.

  (a) Draw a thin line by using a thin edge of the chalk.
  (b) Sharpen chalk in an ordinary pencil sharpener. This gives a very sharp point for accurate fine line or technical drawing.
  (c) Use the thick edge of chalk for shading, but try not to waste chalk in so doing.
  (d) Hold two pieces of chalk together to draw an accurate double line.

Circles: Here are two ways to draw circles on the board:

  (a) Draw Circles from the elbow. Stand close to the board, but facing away from it. Keep your elbow in exactly the same position as you draw.
  (b) Use a card or word strip with holes in it. Put a nail in one end to hold it at the circle center. Put the chalk in the other hole and draw a circle.

Drawing Shapes
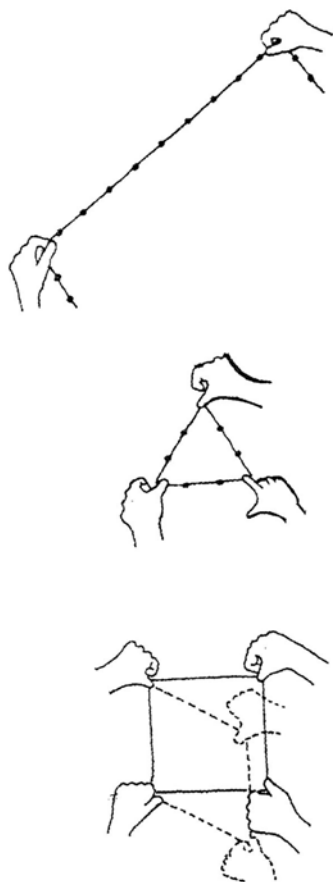
Draw squares, rectangles, and triangles with knotted string as shown above. Use a string of 30-40 centimeters. Take your time knotting the string; as it is easy to pull a knot tight before it is exactly 10 centimeters from the previous knot!

4.14   Basic TALULAR Display Techniques

Teaching and learning resources may be held and shown to learners by the teacher while teaching in a form of 'show and tell' or 'what does this say?' from flash cards. They can also be displayed for students to see, feel, taste, read on their own, and so on.

ACTIVITY 4.9 (total time: 35 min.)
There are various methods of displaying teaching and learning resources. In groups:
1. Discuss why TALULAR resources should be displayed in the classroom and how you can make the use of the displays participatory.
2. Describe some basic TALULAR techniques that you have used in your classroom.
3. Demonstrate how to use displays in a participatory way in either a Chichewa lesson or an English lesson, with peers or real pupils.
    Write your work on a chart and display it after your demonstration.
    Conduct your demonstration after 20 minutes of working for 15 minutes.

Feedback

TALULAR resources should be displayed in the classroom.

- To reinforce what has been taught.
- To provide more opportunities for reading thereby developing reading skills.

Participatory Use of Displays

In order to make the use of displays participatory, the teacher should consider the following:

- Wall displays should be at the learners' eye-level.
- Labels should be written on separate cards so that pupils practice labeling by challenging them.
- Command pupils to locate a particular object or card with a name to find out whether learners are indeed using the displays or not.
- Apart from locating a card, ask learners to read to the class what is on the card to test recognition.
- While the lesson is in progress, the teacher's responsibility is to maintain pupils' attention, interest and involvement in the learning activities. Focus their attention to some of the displays directly connected with the topic for discussion.

Basic TALULAR Display Techniques

- **Table display -** on tables made of sticks, grass, bamboos, reeds, etc. These are known as display tables.
- **Wall display -** on the walls of the classroom. For example, charts are held on nails with a string. Pins may be used if the walls have softboards or cardboard.
- **Mat display -** on a reed mat, palm leaves mat, etc. Spaces in a red mat are used to post tails fitted to the illustrations to be displayed. Pins are used to display on a palm leaves mat.
- **Ground display -** on the floor or ground.
- **Plastic sheet displays -** a sheet of plastic preferably black provides a good surface for displaying pictures, cards (number or word cards) with cello-tape or gum.
- **Bulletin board display -** a piece of cardboard or carton is provided with a frame and a string for handing. It is usually labeled "What's up?" or "What's new?" Newspaper cuttings, stories or articles, pictures with some description are displayed. This is particularly good in reinforcing reading skills.
- **Flannel board display -** a flannel board is a board covered with rough fabric such as a blanket, sack, cloth that is hairy on the surface, etc. Cotton wool or pieces of the fabric are stuck on the back of pictures or cards to be displayed.
  The following tips are useful when using the flannel board:
  - Keep all the pictures or cards in clearly marked envelopes.
  - The order of illustrations should match with the order of the scenes of a story, hence number the pictures or illustrations in the order they will be used.

- Press each illustration you put on the flannel board so that it does not fall off easily.

- **Washing line display or string display -** on a string or wire tied between two poles, or two trees or two chairs. It can be used to display or organize information and it is particularly useful for explaining the order of steps in a process. Clothes pegs or paper clips are used to hold items along the line.

- **Tree display -** on a tree branch, pictures, word cards, number cards, newspaper cuttings, etc are displayed in the same way some people display Christmas cards.

- **Mobiles -** on sticks and strings in suck a way that they the objects or materials displayed balance. The mobiles are suspended on one of the beams of the roof.

- **Two-hole display -** on nails fitted along a strip of wood or plank on the wall in such a way that the space between any two nails is the same as that between two holes of a Standard punching machine. Two holes are made with a punching machine in the centre of the top part of a chart or picture to be displayed. The two holes match with the two nails.

TALULAR Display Illustrations
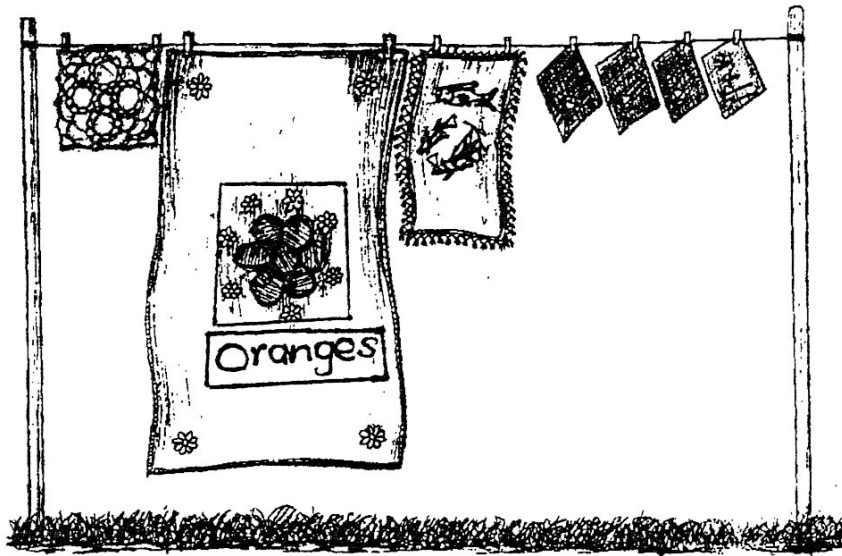
Display lines
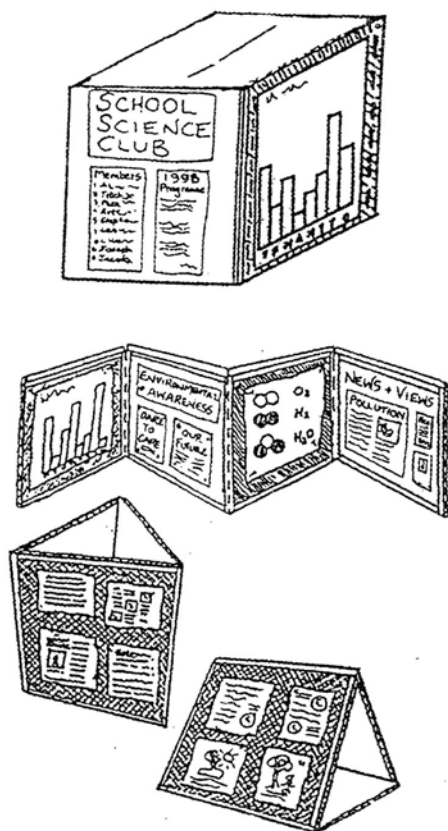
Free-standing display boards

4.15 Basic TALULAR Storage Techniques

It is often said that some change of TALULAR resources is inevitable, but that is the price to pay for learners gaining a deeper understanding of the things they learn. The use of teaching and learning resources in the classroom makes the learners particularly interested in learning. In any case, TALULAR resources should be stored properly so that they last longer. Charts should be carefully stacked, or provide a frame and tie a string for hanging on a nail.

ACTIVITY 4.10 (total time: 25 min.)

There is a general lack of storage space in the classroom, hence we must make use of what is available in our environment. Storage of teaching and learning resources is extremely important to minimize the burden of making them every now and then.
In groups:
1. Describe some of the forces that might destroy teaching and learning resources.
2. Give examples of what you can use for storage.
   Report your work after 10 minutes. (Reporting time is 15 minutes).

Feedback

Forces that might destroy TALULAR resources include: termites, borers, damp (this encourages the growth of fungi), wind, rain, dust, vermin (e.g. rats or mice)

Storage Options

The following can be used for storage:

Carton ・ Wooden box ・ Sacks ・ Plastic carrier bags ・ Tins for storing seeds, stones, water, word cards, number cards ・ Bottles ・ Baskets ・ Bins ・ Trays ・ Buckets ・ Plates ・ Envelopes ・ Folders ・ Shelves made with sticks, bamboo, reeds, bricks, etc. ・ Cupboards made with bamboo frames and pieces of cardboard. The surface is covered with small pieces of paper and porridge for reinforcement.

Storage Illustrations

Use all sizes of boxes, including the common matchboxes stuck together, as shown below, for a few paper clips, pins, needles, buttons, nails, rubber bands, etc. Carefully write the name of the item on the box. Clearly label *all* storage items—bottles, plastic bags, jars, envelopes, and any other useful containers.
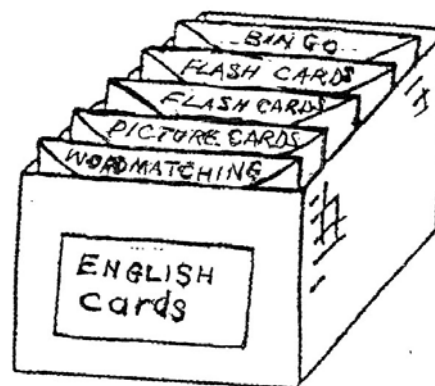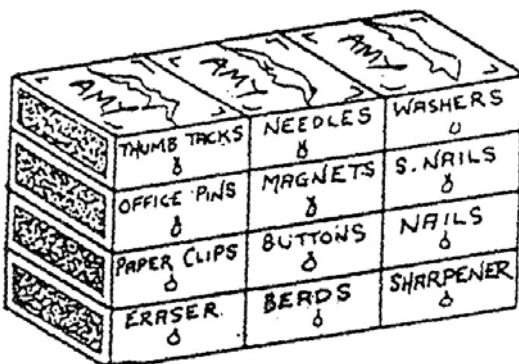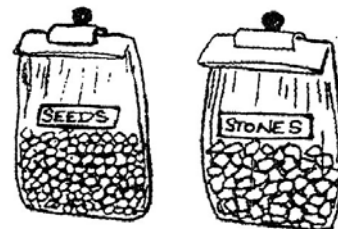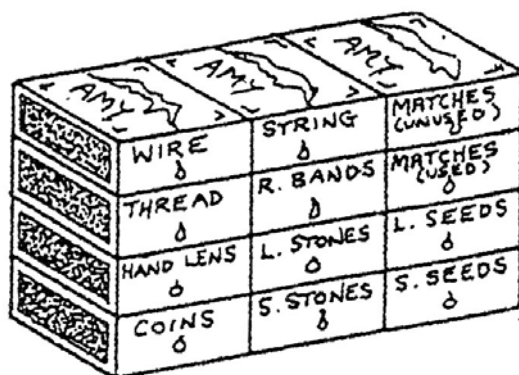
CHAPTER FIVE: GUIDELINES FOR ASSESSING MATHS IN STANDARD 3

I would like to comment on the entire IEQ workshop we have had from 20th – 25th January 2002. We trainers are proud of the knowledge and skills we have acquired on continuous assessment as a whole, and how to go about it in its desired styles, professionally and artistically. We strongly feel ourselves going back transformed after undergoing these 5 days of our IEQ workshop on how we shall be looking at continuous assessment and its concerns.

We feel respected and honoured to be called pioneers of continuous assessment the whole Malawi and we are proud of this. Our promise, is that we shall pioneer hard on this project to bring you the best outcomes of C.A.

When we go we shall promote team working spirit amongst us. Whilst here we really enjoyed every moment of our stay. We trainers therefore are not forgetting the importance of TALULAR in conductions of continuous assessment. May at this point in time ask Mr. Zembeni to lead us in singing a TALULAR song . Thank you.

- B. D. Hambisa, Ntcheu District Standard 3 Teacher.

5.1   Objectives

By the end of this chapter you will be able to:

- understand the levels of assessment for mathematics
- know how to conduct mathematics assessments
- know how to use TALULAR in your assessments
- know how to record student progress on the assessments

5.2   Mathematics in Standard 3

The Malawi curriculum for mathematics in Standard 3 ranges from number recognition to word problems.

A set of questions that asks pupils to show what they know, understand and can do in mathematics has been developed to assess pupils in Standard 3 math. These questions are all based on what should be taught according to the curriculum. The questions were given to 2,000 Standard 2, 3 and 4 pupils in other regions of Malawi in order to find out how pupils do on the questions. The questions were then grouped into levels of difficulty according to how the pupils performed.

There are six levels of Maths for Standard 3. Each level is represented by a color of the rainbow with the easier questions for Standard 3 pupils in the red level and the more complex questions in the purple level.

The table below describes the six levels of mathematics knowledge and skills. The criteria for a pupil to pass a level is answering correctly a minimum of 8 out of 10 of the assessment activities.

Mathematics Assessment Levels

LEVEL	Knowledge and Skills	What pupils in this level should be working on (pages in Std 2 or 3 Mathematics textbook)
Red	Numbers and numeration Values of Malawi currency (up to K1.00) Writing numbers Identifying numbers Subtraction - single digit numbers Addition - single and double digit numbers	Counting Knowing Malawi coins Writing and identifying numbers Adding and subtracting numbers
Orange	Identifying missing numbers Mental arithmetic (addition, subtraction) Division - single digit numbers Reading Maths problems	**Note: Look at curriculum and insert content and/or page numbers for the remainder of the items.**
Yellow	Multiplication –single digit numbers Reading Maths problems Mental arithmetic Subtraction - Double digit numbers Measurement (distance, liquids) Addition - double digit numbers	
Green	Shopping Identifying numbers up to 700 Subtraction by regrouping Addition by regrouping Writing numbers up to 1000 Subtracting a triple and a double digit number Identifying triple digit numbers	
Blue	Shopping Identifying four digit numbers Multiplication - double and single digit numbers Division - double and single digit numbers Reading Maths problems Counting in multiples of 100	

Purple	Multiplication - triple and single digit numbers Measurement (distance, liquids) Reading word problems Division - triple and single digit numbers Reading decimal points (fraction) Multiplication of four and single digit numbers Writing decimal points Subtraction - triple and double digit numbers	

Pupils are expected to pass each of the levels on their way through Standard 3. Likewise, teachers are expected to provide pupils with opportunities to learn the required knowledge and skills.

By finding out in which level pupils are a teacher can direct her teaching to the learners' needs. If some pupils are in the red level the teacher will concentrate with those learners on teaching the topics in the red level to those learners, such as, writing and identifying numbers, and single digit addition and subtraction.

5.3   Materials Needed

In order to assess Standard 3 pupils in Maths each teacher will have to prepare a set of materials. Using the ideas presented in the TALULAR chapter or the TALULAR manual (chapter 4) teachers will develop the materials that can be used to assess pupils. Note that the same materials or similarly made materials can be great teaching and learning materials too. This is a way in which continuous assessment gets integrated into teaching and learning.

Here is a list of materials needed for Maths. Refer to the TALULAR chapter on *how* to make the materials.

1. Question cards for each level of Maths
   20 cards for the red level
   20 cards for the orange level
   20 cards for the yellow level
   20 cards for the green level
   20 cards for the blue level
   20 cards for the purple level
2. check the materials needed for each level in the table below
3. desk and chairs for teacher and pupil
4. scrap paper for pupil
5. scrap paper for teacher
6. record book
7. pencil for pupils
8. pen or pencil for teachers

Here is a list of the assessment items for each level. For the English version please refer to the Appendix.

5.4   Maths Assessment Items by Level

RED Level

Materials Needed for Red Level:
21 bottle tops, 10 sticks (two of different lengths from the others), three 1-kwacha coins, one 10t coin.

Level	ASSESSMENT ITEMS	
RED	**Back of Card** **(For the Teacher)** (answer)	**Front of Card** **(For the Pupil)**
	What number is this? (16)	16
	[Place 3 bottle tops on the table.] Here are some bottle tops, can you count them for me? (3)	
	[Show the child a K1 coin.] How much money is this? (1 kwacha)	
	[Place 11 bottle tops on the table.] Can you count these bottle tops for me? (11)	
	[Show the child the numbers on the card.] Show me the number 3. (points to the number 3)	5 8 4 11 3 19 17 59 91
	[Place 3 K1 coins on a flat surface.] How much money is this? (3 kwacha)	
	[Place one group of 2 bottle tops and another group of 7 bottle tops on the table.] How many bottle tops are these altogether? (9)	
	[Place two sticks of different lengths in front of the child.] Which stick is the shorter? (points to shortest stick)	
	[Place 21 bottle tops on the table.] Can you count these bottle tops for me? (21)	
	Can you write a six? (6, *not 'six'.*)	
	[Place 7 bottle tops on the table. Take away 5 bottle tops.] How many are left? (2)	

	What number is this? (8)	8
	Count from 8 to14. (8, 9, 10, 11, 12, 13, 14)	
	[Group bottle tops into one group of 15 and one group of 2.] How many bottle tops are these altogether? (17)	
	[Place one group of 9 bottle tops on the table. Take away 6 bottle tops.] How many are left? (3)	
	[Show the child a 10t coin.] How much money is this? (10 tambala)	
	[Place 5 sticks on the table.] How many sticks are here? (5)	
	[Place three sticks on the table of different lengths.] Which one is the longest? (points to shortest stick)	
	Show me the number 12. (points to 12)	18 7 11 9 12 4 3 8
	[Group sticks into one group of 7 and one group of 3.] How many sticks are these altogether? (10)	

ORANGE Level

Materials Needed for Orange Level:
bottle tops, (1) 50t coin, (1) 10t coin, (1) 20t coin, (5) 5t coins, number cards 5, 4, 6, 3

Level	ASSESSMENT ITEMS	
Orange	**Back of Card** **(For the Teacher)**	**Front of Card** **(For the Pupil)**
	[Place three 10t and one 50t coin on the table in separate groups.] Which is more money? (points to or says 50t coin)	
	[Place one 20t and five 5t coins on the table and separate into groups.] Which is more money? (points to or says five 5t coints)	
	Add these two numbers (on paper, if you wish): (8)	7 +1

	Add these two numbers (on paper, if you wish): (7)	3 +4
	Grace has 4 younger brothers and 1 older brother. How many brothers does she have altogether? (Pupil can read card.) (5 brothers)	Grace has 4 younger brothers and 1 older brother. How many brothers does she have altogether?
	Can you write a twelve? (12, *not 'twelve'*.)	
	[Place number cards 5, 4, 6, 3 on the table out of order.] Can you arrange the numbers from lowest to highest? (cards 3, 4, 5, 6)	
	Subtract these two numbers (on paper, if the child wishes): (6)	7 - 1
	[Place 4 bottle tops on the table.] You have 2 bottle tops. So do your two friends. How many bottle tops do you have altogether? (6)	
	Can you name the missing numbers? (16 and 18)	14, 15, ___, 17, ___
	[Place three 10t coins on the table.] How much money is this? (30t)	
	Joseph had 6 mangoes. He ate 3 of them. How many mangoes did he have left? (Pupil can read card.) (3)	Joseph had 6 mangoes. He ate 3 of them. How many mangoes did he have left?
	Add 4 and 1 (in head). (5)	
	Count from 28 to 34. (28, 29, 30, 31, 32, 33, 34)	
	6 subtract 3 (in head). (3)	
	Show me the number 15. (points to 15)	5 8 4 11 15 19 17 59 91
	Subtract these two numbers (on paper, if the child wishes): (5)	8 - 3
	[Place 4 bottle tops on the table.] If you give these bottle tops to 2 children, and each gets the same number, how many does each child get? (2)	
	Add 4 and 12 (in head). (16)	

Level	ASSESSMENT ITEMS	
	7 subtract 4 (in head). (3)	

YELLOW Level

Materials Needed for Yellow Level:
4 bottle tops, (1) 50t coin, (5) 10t coin, (1) 20t coin, (5) 5t coins,(6) 1K coins, number cards 5, 4, 6, 3

Level	ASSESSMENT ITEMS	
Yellow	**Back of Card** **(For the Teacher)**	**Front of Card** **(For the Pupil)**
	[Place 3 bottle tops on the table.] You have 4 bottle tops. So do your two friends. How many bottle tops do you have altogether? (12)	
	Ali has 12 pieces of chalk. He finds 5 more pieces. How many does he have altogether? (Pupil can read card.) (17)	Ali has 12 pieces of chalk. He finds 5 more pieces. How many does he have altogether?
	Patuma made 17 baskets. She sold 4 of them. How many baskets did she have left? (Pupil can read card.) (13)	Patuma made 17 baskets. She sold 4 of them. How many baskets did she have left?
	[Place 9 bottle tops on the flat surface.] Give these bottle tops to 3 children. Each gets the same number. How many does each child get? (3)	
	Mother has 8 liters of milk. She uses 3 liters of milk to cook soup for a celebration. How much milk does she have left? (Pupil can read card.) (5)	Mother has 8 liters of milk. She uses 3 liters of milk to cook soup for a celebration. How much milk does she have left?
	[Show the child a 5t coin. Point to a 1t coin and ask:] How many 1t coins are in 5t? (5t)	
	18 subtract 7 (in head.) (11)	
	Subtract these two numbers (on paper, if the child wishes): (2)	16 - 14
	Mary travels 6 kilometers to school each morning and 6 kilometers back to her village each afternoon. How many kilometers does she travel altogether? (Pupil may read card.) (12)	Mary travels 6 kilometers to school each morning and 6 kilometers back to her village each afternoon. How many

		kilometers does she travel altogether?
	Can you name the missing numbers? (32 and 31)	34, 33, ___, ___
	Subtract these two numbers (on paper, if the child wishes): (13)	24 - 11
	Add these two numbers (on paper, if the child wishes): (39)	19 +20
	Add these two numbers (on paper, if the child wishes): (38)	17 +21
	Subtract these two numbers (on paper, if the child wishes): (12)	15 - 3
	[Place six 1K coins on the table.] You have six 1 K coins. You have two friends that you want to share the money with. Each gets the same amount of money. How much does each friend get? (K3.00)	
	Can you name the missing numbers? (21 and 22)	20,___,___23, 24
	Can you name the missing numbers? (12 and 10)	13,___,11,___,9
	15 subtract 4 (in head.) (11)	
	[Show the child a 50t coin. Point to a 10t coin and ask:] How many 10t coins are in 50t? (5t)	
	Joyce has 7 eggs. She finds 4 more. How many does she have? (11)	

GREEN Level

Level	ASSESSMENT ITEMS	
Green	**Back of Card** **(For the Teacher)**	**Front of Card** **(For the Pupil)**
	I want to buy an envelope for 20t and a stamp for 60t. How much will I pay? (80t)	
	What number is this? (six hundred and thirty-five)	635

	Add these two numbers (on paper, if the child wishes): (56)	35 +21
	Write the number eight hundred and ninety-seven. (897)	
	Subtract these two numbers (on paper, if the child wishes): (26)	34 - 8
	I want to buy a mango for 8t and a banana for 2t. I have a 20t coin. How much will I get back? (10t)	
	Multiply these two numbers (on paper, if the child wishes): (9)	3 x 3
	Lester has 66 pieces of chalk. He gathers 28 from the teachers in his school. How many pieces of chalk does he have altogether? (Pupil can read card.) (94)	Lester has 66 pieces of chalk. He gathers 28 from the teachers in his school. How many pieces of chalk does he have altogether?
	Add these two numbers (on paper, if the child wishes): (84)	28 +56
	Divide these two numbers (on paper, if the child wishes): (2)	3)6
	Add these two numbers (on paper, if the child wishes): (187)	137 + 50
	Subtract these two numbers (on paper if the child wishes): (17)	36 - 19
	Multiply these two numbers (on paper if the child wishes): (12)	4 x 3
	What number is this? (two hundred and eighty-seven)	287
	Write the number four hundred and sixty one. (461)	
	Add these two numbers (on paper, if the child wishes): (47)	32 +15
	Divide these two numbers (on paper, if the child wishes): (3)	3)9

■	Multiply these two numbers (on paper, if the child wishes): (10)	5 <u>x 2</u>
■	Subtract these two numbers (on paper, if the child wishes): (7)	24 <u>- 17</u>

BLUE Level

Level	ASSESSMENT ITEMS	
Blue	**Back of Card** **(For the Teacher)**	**Front of Card** **(For the Pupil)**
	I want to buy a mango for 25t and a banana for 15t. I have a 50t coin. How much will I get back? (10t)	
	What number is this? (two thousand, three hundred and forty-two)	2,342
	Write the number four thousand, three hundred and forty-two. (4,342)	
	I want to buy a mango for 12t and sweets for 25t. How much will I pay? (37t)	
	Divide these two numbers (on paper, if the child wishes): (8)	$1\overline{)8}$
	Multiply these two numbers (on paper, if the child wishes): (68)	34 <u>x 2</u>
	Multiply these two numbers (on paper, if the child wishes): (69)	23 <u>x 3</u>
	Alice has 4 boxes. Each box contains 12 eggs. How many eggs does she have? (Pupil can read card.) (48)	Alice has 4 boxes. Each box contains 12 eggs. How many eggs does she have?
	Divide these two numbers (on paper if the child wishes): (12)	$3\overline{)36}$
	Maria wants to buy 3 pens at 20t per pen and 1 pad of paper for 80t. How much will she spend altogether? (1k, 40t or 140t)	
	Divide these two numbers (on paper, if the child wishes): (6)	$8\overline{)48}$

	Count in hundreds from 1000 to 2000. (1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900, 2000).	
	Mrs. Ziwa wanted to buy 3 cups. Each cup costs 42 Kwacha. What is the total cost of the 3 cups? (126)	
	Count in 10s from 50 to 100. (50, 60, 70, 80, 90, 100)	
	What number is this? (four thousand, seven hundred eighty-six)	4,786
	Maria had 47 pieces of chalk. She gave 5 pieces to each of the teachers in her school. There are 9 teachers in the school. How many did she have left? (2)	
	Divide these two numbers (on paper, if the child wishes): (3)	$7\overline{)21}$
	Multiply these two numbers (on paper, if the child wishes): (88)	22 x 4
	I want to buy some sweets for 13k and some bananas for 7k. How much will I pay? (20t)	
	Divide these two numbers (on paper, if the child wishes): (3)	$8\overline{)24}$

PURPLE Level

Level	ASSESSMENT ITEMS	
Purple	Back of Card (For the Teacher)	Front of Card (For the Pupil)
	Multiply these two numbers: (246)	123 x 2
	Alifa had 127 eggs. She sold 39. How many eggs did she have left? (Pupil can read card.) (88)	Alifa had 127 eggs. She sold 39. How many eggs did she have left?
	Andrew's uncle lives 18 kilometers from Andrew. How many kilometers would Andrew travel each time he visits his uncle and goes back home? (Pupil can read card.) (36)	Andrew's uncle lives 18 kilometers from Andrew. How many kilometers would Andrew travel each time he visits his uncle and goes back home?
	A school in Mangochi has 459 pupils in Standards 1, 2 and 3. If there is the same number of pupils in each	A school in Mangochi has 459 pupils in

	Standard, how many pupils are there in each Standard? (Pupil can read card.) (153)	Standards 1, 2 and 3. If there is the same number of pupils in each Standard, how many pupils are there in each Standard?
	Divide these two numbers (on paper, if the child wishes): (80)	$6\,\overline{)480}$
	What number is this? (twenty-three point four)	23.4
	A school in Ntcheu has 453 pupils in Standards 1, 2 and 3. If there is the same number of pupils in each Standard how many pupils are there in each Standard? (Pupil can read card.) (151)	A school in Ntcheu has 453 pupils in Standards 1, 2 and 3. If there is the same number of pupils in each Standard how many pupils are there in each Standard?
	What is this number? (thirty-seven point nine)	37.9
	Divide these two numbers (on paper, if the child wishes): (46)	$5\,\overline{)230}$
	Multiply these two numbers. (12,844)	3211 x 4
	Divide these two numbers. (143)	$3\,\overline{)729}$
	Write forty-nine point five. (49.5)	
	Multiply these two numbers. (663)	221 x 3
	Write seventy-six point six. (76.6)	
	Mrs. Ziwa had 127 fish. She sold 35 fish. How many fish did she have left? (Pupil can read card.) (92)	Mrs. Ziwa had 127 fish. She sold 35. How many fish did she have left?
	Mr. Kalulu had 132 eggs. He sold 36 eggs. How many did he have left? (Pupil can read card.) (96)	Mr. Kalulu had 132 eggs. He sold 36 eggs. How many did he have left?
	Andrew's uncle lives 17 kilometers from Andrew. How many kilometers would Andrew travel each time he visits his uncle and goes back home? (Pupil can read card.) (34)	Andrew's uncle lives 17 kilometers from Andrew. How many kilometers would Andrew travel each time he visits his

		uncle and goes back home?
	Divide these two numbers. *(223)	$4\overline{)892}$
	Multiply these two numbers. *(1284)	321 x 4

*Note: Answers to these questions in a previous version of the manual were incorrect.

Teachers can make up similar questions to the ones developed in the assessment manual by making replacements of key points.

5.5   "Pretending to Know" or Deep Understanding

An assessment expert in the United States[1] discovered that children who take tests often get used to answering questions as they are written. They can often answer the questions because they know the format of the question but they often don't really understand the question or the answer. She calls this "pretending to know". We all know learners who "pretend to know" the answer to questions. Here is an example of "pretending to know".

> *A Standard 3 teacher writes xxx on the blackboard and asks the pupils to give the answer. Many hands shoot up in the air and the children call out "teacher, teacher, teacher". When the teacher calls on a learner he says: yyy. The answer is correct. When the teacher asks the same problem in a different way "ZZZ," none of the pupils are able to get the answer. This shows that they do not have a deep understanding of the answer. They only know the answer because they are used to the question being asked in a certain way.*

To avoid children "pretending to know" the assessment has a variety of questions and they are chosen at random so the pupil doesn't know which questions the teacher will ask. Over time, however, children can get to know the questions especially if they are asked the questions many times. To make sure that children get a variety of questions teachers can make new assessment activities that are similar to the ones in each of the levels. Here are some examples of how to make replacement questions.

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[1] Shepard Lorrie. University of Colorado, Boulder CO

5.6   "Covering or *Uncovering* the Curriculum" or Digging Deeper into the Curriculum

Preparing for Assessment

Both the pupils and the teacher should prepare for the assessment. This can be done by:

1.   Preparing the pupils
   - Explain to pupils what is going to happen when they will be assessed
   - Take the anxiety out of the situation by saying something like: *"Everyone will have a chance to show me what they know. We will do it one by one. I will call each student to the desk here at the back of the room and we will do the assessment. While one student is being assessed the rest of you will be doing…"*
   - Let pupils know on what day they will be assessed

2.   Preparing the space
   - Prepare the room so that learners will not be distracted when they are being assessed.
   - A desk and two chairs are needed. The teacher will sit on one side and the pupil on another.

3.   Preparing the materials
   - Have all of the materials out, and ready at the desk
       a.   Math assessment cards
       b.   Record book and paper for recording
       c.   TALULAR materials for the assessment cards (sticks, bottle tops, number cards etc.)
       d.   Paper and pencil for the pupils to write on if they wish
       e.   Paper to record the correct number of the pupil's answers in the assessment

4.   Preparing the activities for learners not being assessed
- Prepare self-directed learning activities for the other learners to do during for the time that you will be assessing individual pupils.
- Pupils can work in groups or individually.
- Prepare work that is part of the curriculum

5.7   Assessing the Pupil in Mathematics

After the learners are engaged in their self-directed learning activities ask one child to come to your desk.

Make the child feel comfortable by having a conversation something like this:

> "Good morning."
> "How are you feeling this morning?"
> "Are you ready for the assessment?"
> "I want to find out what you know. Are you ready to show me?"
> "Do your best on each question."
> "If you have questions, feel free to ask me".
> "Ok, let's begin".

A. When do you assess learners?

1. Start assessing pupils in the beginning of the school year to determine their Maths level.
2. Try to assess each learner up to his or her highest level. If the learner passes a level and you think the pupil is ready to be assessed in learning the next level, then do so.
3. Do not spend too much time with each learner. If a learner seems tired or bored finish the level and then stop. Continue assessing that learner on another day until she or he goes as far as she or he can.
4. Assess pupils again at the end of the term to determine if the pupils have made progress.
5. In second and third terms, assess pupils near the end of the term to determine their progress.
6. Learners who transfer in to your school should be assessed as soon as possible to determine their level.
7. Assessment should be ongoing. It may be helpful to assess a few everyday for the first three weeks of term until all learners have been assessed to their highest level at that time.

B. Who is assessed?

1. All learners in your class must be assessed.
2. The teacher assesses each learner individually.

3. If a child is absent, assess him or her as soon as possible when he or she returns to school.
4. If you are uncertain about a child's results on the assessment give him or her another chance later.
5. If a child seems to be ill or otherwise is not doing well on an assessment you can stop the assessment and tell the child it is ok, you will assess her on another day. (You want learners to show what they know. If they are ill or distracted they will not give you a true picture of what they know.)

C. How to assess pupils in Maths

1. Make sure all the teacher sides of the cards are facing the same way.
2. Shuffle the 20 cards of the particular level you are assessing.
3. Without looking, select ten of those 20 cards without letting the pupil see the cards.
4. Put the other cards aside so the pupil cannot see the cards you are not using.
5. After you have selected the 10 cards, prepare the additional materials you will need for the assessment.
6. Ask the pupil to sit down opposite you for the assessment.
7. Ask the pupil each question using the materials needed.
8. Record on a blank paper "1" for each correct answer and "0" for each incorrect answer.
9. If a pupil answers three questions incorrectly stop the assessment, thank the pupil and tell him that he will get another chance on another day.
10. A pupil must get 8 or more out of 10 correct in a level to pass that level.
11. If a pupil passes a level it means she or he is now working on the next level.
12. Teaching and learning should be focused on the level the pupils are working in.

D. Feedback to students during the assessment

1. After each question give the pupil a neutral answer. You can say "OK" or "Thank You."
2. After a child has finished a level (10 questions answered correctly), ask the child, "How do you think you did on the questions?" If you have time, ask the pupil which ones he or she struggled with. (This is one way of asking pupils to conduct self-assessment).
3. If a pupil passed a level congratulate the pupil and tell him or her that he is ready to move on to the next level.
4. If a pupil did not pass the level, tell the pupil that he has not yet passed the level and you will work with him and others in order to move to the next level.

5.8   Record of Student Progress

Each teacher must keep a record of student progress in an A4 exercise book. Each teacher must make his or her own record book according to the instructions below. Every teacher will be assessed on the accuracy and quality of his or her "Record of Student Progress."

It is very important to record student progress accurately and neatly. As a teacher there is a huge responsibility to make sure every pupil is assessed properly, fairly and accurately.

Here are some guidelines for making the "Record of Student Progress."

1. Prepare the "Record of Student Progress" before the beginning of the school year. In this case, prepare the Record before starting the Maths, English and Chichewa assessments with the pupils.
2. Make a protective covering for the Record book by using plastic bags, paper or other material.
3. Keep the Record book in a safe place.
4. Record marks when you are alert so that you do not make mistakes.
5. Prepare the Record book according to the guidelines below.

The First Page of Your Record of Student Progress Should Look Like This:

Teacher's Name___(Mr./Ms.)_____

Name of School_____

Standard_____**200**_____

Record of Maths Progress

			MATHS LEVELS					
No.	**Surname**	**Name**	**RED**	**ORANGE**	**YELLOW**	**GREEN**	**BLUE**	**PURPLE**
Example	**Alfandika**	**Robert**	8 21/02	9 21/02	9 19/03	8 05/07	10 12/10	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

ETC.

Instructions for filling in the Record of Maths Progress

1. Write the names of the children in alphabetical order by surname. Do not separate boys and girls.
2. Write a number (starting with 1) to the left of the pupil's surname.

3. After assessing a child in a particular level, record his or her marks on the record sheet.
4. If a child misses 3 of the questions in the assessment. Stop the assessment. Shade-in the upper left corner of the box to show that the pupil attempted the red level but has not yet mastered that level.
5. If the child gets 8 out of 10 of the questions correct, record the number correct out of 10.
6. Write the date that the pupil passed the assessment in the box below the number correct.
7. Assess the child at the next level as soon as you think she or he is ready.

Rainbow Progress Chart

RED	ORANGE	YELLOW	GREEN	BLUE	PURPLE
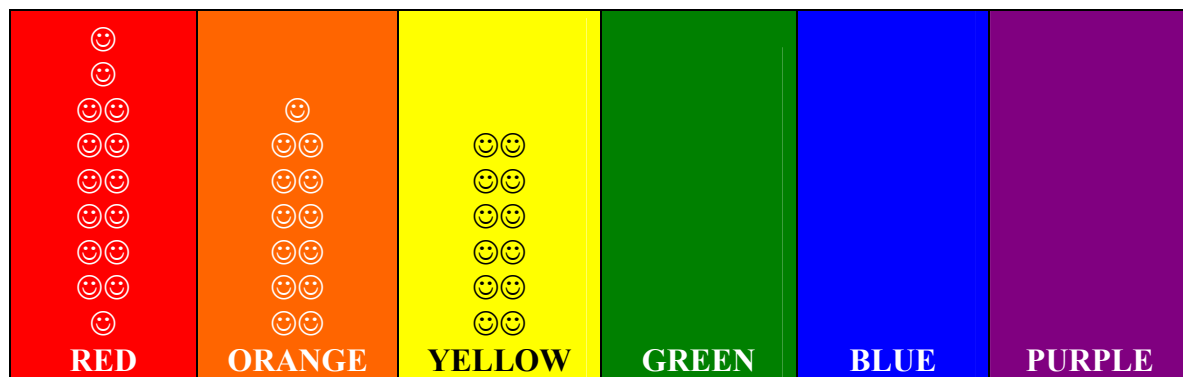
CHAPTER SIX: GUIDELINES FOR ASSESSING CHICHEWA IN STANDARD 3

6.1   Objectives

By the end of this chapter you will be able to:

- describe the role of Chichewa language in Malawian society
- understand the meaning of literacy
- identify materials that will be needed during assessment in Chichewa
- describe the procedure for assessing pupils in Chichewa
- explain the tasks that pupils will be required to complete successfully in order to move to the next level
- describe the recording of pupils' assessment in Chichewa
- analyze results of pupils assessment
- mention the importance of remediation and enrichment activities in Chichewa
- identify materials for remediation and enrichment activities
- identify strategies for carrying out remediation and enrichment activities in a Chichewa language class

6.2   Role of Chichewa Language in Malawian Society

Chichewa is currently the national language in Malawi. As a national language, Chichewa is studied as a subject in all schools throughout the country from the day pupils enter school at Standard 1. From this we can see that Chichewa plays a very important role in our education system.

ACTIVITY 6.1 (total time: 15 min.)

1) In your groups identify other roles which Chichewa play in this country.
2) Is it necessary that your children should be able to use Chichewa language correctly? Why?

6.3   Developing Literacy Skills through Chichewa

ACTIVITY 6.2 (total time: 10 min.)

In groups discuss the following questions
1) What do you understand by the word literacy?
2) Are pupils in your class literate in Chichewa?

The ability to read and write correctly in a certain language is basically what some people refer to as literacy. For example, if a pupil is able to read and write in Chichewa, then that pupil is literate in Chichewa. We should, however, be cautious here. We should realize that the reading skills that make one become literate in a language are different from the *chanting* (through "read after me") and the *barking at print* that goes on in most Chichewa language classes. The reading skills that we are aiming at in literacy are those that make a person become an independent reader, those that will assist the reader to interact meaningfully with the writer. What this means is that when we say that a person is literate in Chichewa, for example, then that person should be able to read and understand what the writer had written. Similarly that person should be able to write in Chichewa and be understood by readers of his or her work.

Learners need to acquire these literacy skills in the early stages of their primary education. This is very important, because as children progress to upper primary classes they will need these skills not only for learning the Chichewa language but also for learning, mastering and explaining concepts in other subjects in which Chichewa is used as a language or medium of instruction. This is why teachers need to ensure that their learners acquire the basic skills of Chichewa language by the time they complete their Standard 2 level course. Learners master these literacy skills through constant practice under the guidance of their teacher.

ACTIVITY 6.3 (total time: 15 min.)

In groups discuss the following questions:
1. Are there pupils in your Standard 3 class who cannot write their names? Why is this so?
2. Are there pupils in your class who cannot read a text of lower grade level? Why is this so?
3. What other things are pupils in your class unable to do in Chichewa? How do you assist these pupils?

How can you tell that a pupil is developing literacy skills in Chichewa in the early years of primary education?

ACTIVITY 6.4 (total time: 10 min.)

Discuss the following questions in groups:
1. How do you tell that a pupil is not yet literate in Chichewa language in your class?
2. What do you do with pupils who fail to read and write in Chichewa in your class?
3. Are there pupils at your school who have completed 3 years of primary education but are still unable to write down their names or any Chichewa words? Why is this so?

A pupil is said to be acquiring literacy skills in Chichewa in the early stages of primary education if he or she demonstrates the following:

- holds the book in the correct position.
- copies/writes letter of the alphabet correctly.
- write his or her name correctly.
- recognizes correctly most common words in a text of his or lower grade level.
- demonstrates an understanding of a story he or she reads through answering questions.
- listens to a story and respond to it.

As teachers equip their children with literacy skills in Chichewa, it is important that they check whether the learners are doing all of the above correctly. If learners fail to demonstrate any of the skills above, the teacher should take immediate steps to correct the situation before it is too late to do so.

6.4   Continuous Assessment in Chichewa Language

ACTIVITY 6.5 (total time: 15 min.)

Think back to a time when you have assessed pupils in Chichewa. Discuss the following questions in a group:
1. When do you assess your children in Chichewa language?
2. How do you assess them?
3. What do you do with the results you get?
4. Do you think it is important to assess your learners continuously in Chichewa? Why do you think so?

Continuous assessment is important in Chichewa language. Through continuous assessment a teacher may be able to identify problems that his or her learners are experiencing in Chichewa. Some of the problems that learners have in Chichewa are the following:

- failure to pronounce some words correctly
- failure to recognize common words used in textbooks of their grade level
- failure to write some letters correctly
- writing words conjunctively
- failure to read and comprehend stories of their grade level or lower grade levels
- failure to observe punctuation marks in a text correctly (They may read several sentences as one sentence.)
- failure to differentiate some sounds in Chichewa, such as:
    dza   and   za
    tsa   and   sa

pha   and   pa
kha   and   ka
mwa   and   ma

A teacher who assesses learners continuously is able to identify these problems and takes some measures to correct them before it is late.

Continuous Assessment for Chichewa Language

Before learners are assessed, they should first be taught Chichewa language using instructional materials that are approved by Ministry of Education, Science and Technology. This is important so that children learn the work that is prescribed in their curriculum first. After learners have been taught some skills in Chichewa, the teacher can then assess them to find out what they have mastered and the work that needs to be revised before they proceed to new work. Therefore the process that will be followed when assessing learners in Chichewa language will be as follows: teaching; assessing; diagnosing problems; remediation or enrichment; (assessing again); teaching.

Now let us look at each of these stages in this process in a little more detail.

6.5   Teaching Chichewa Language

ACTIVITY 6.6 (total time: 10 min.)

In your groups discuss what teachers must do during the teaching or "remediation and enrichment" phase of continuous assessment.

SOME IDEAS

❑   Teachers must first prepare what they want to teach pupils. This may be done by first studying the syllabus and other instructional materials for Chichewa. When he or she is familiar with the content of work to be taught, the teacher must then plan how she or he intends to cover the content in that particular grade level. Planning what and how to teach may require the teacher to prepare detailed schemes of work for the entire term and lesson plans for individual lesson on each day.
❑   Teachers must also plan for the locally available resources that they intend to use in each lesson. For detailed ideas on how to prepare and use locally available materials in a Chichewa lesson read Chapter 4 on TALULAR.
❑   During delivery of the lesson, teachers should try as much as possible to interact with the learners. Children should be given opportunities to initiate interaction with the teacher and other learners. Learners should be seen to use the Chichewa language not only in speech but also in reading and writing.
❑   Teachers should also reflect on what they teach in Chichewa language. Reflective teaching assists the teacher to select appropriate strategies for teaching his or her class. Also,

it helps the teacher to identify weaknesses in the selection, organization and presentation of the content in the Chichewa language.

❑   Teachers should remember to use locally available materials in their classes. TALULAR brings to life issues, skills and concepts that learners learn in Chichewa. However, it is important to vary TALULAR materials so that learners are not bored in class.

❑   Teachers should use appropriate classroom language when teaching Chichewa. This is important because it ensures that learners carry out the teachers' instruction correctly. Also inappropriate language has the tendency of demotivating learners in class.

ACTIVITY 6.7 (total time: 30 – 35 min.)

Discuss in groups the classroom language that you would use in the following situation:
1.   As you teach, one pupil is playing with toy. What would you say to him?
2.   You ask a pupil who was playing in class to pay attention but within a short time that pupil starts playing again. What would you say to her?
3.   You want pupils to work in groups. What would you say to them?
4.   You ask a pupil in one group to read to you a sentence from a familiar text and that pupil fails to read. What would you say to him or her?
5.   Pupils in your class laugh at a girl who is failing to read in Chichewa. What would you say to them? And what would you say to the girl?
(Discussion time: 15 min. Reporting time: 15-20 min.)

6.6   Assessing Learners

Assessment of learners in Chichewa language must be done on a continuous basis. This is important because through it a teacher is able to not only identify areas that need to be revised but also it helps the teacher to continuously reflect on the methods of teaching that are being used in class. For the teacher to successfully assess his or her learners in Chichewa language, she or he will need to have some materials for the assessment.

Materials for Assessing Chichewa Literacy

ACTIVITY 6.8 (total time: 15 min.)

In groups, identify materials that a teacher may require when assessing his or her learners in Chichewa language.
Which TALULAR materials can a teacher use for assessing children's achievement in Chichewa?
Are there any non-TALULAR materials that a teacher can use for assessing learners achievement in Chichewa?

Some Ideas on Useful Materials for Assessing Chichewa Language

Here are some materials that a teacher may find useful when assessing literacy through Chichewa.

- vowel cards
- syllable cards
- word cards
- sentence cards
- items (i.e. statements, questions, instructions) about print
- a story or stories to read taken from pupils' grade and lower grade books
- a set of questions on each reading story to test comprehension
- a listening story or stories
- a set of questions on each listening story to test their comprehension

It is important to note, however, that these are just examples of the many materials that a teacher can use when assessing his or her learners in Chichewa language. Details of other examples of appropriate materials for assessing literacy through Chichewa language have been provided in Chapter 4 on TALULAR.

What to Assess in Literacy through Chichewa

ACTIVITY 6.9 (total time: 40 min.)

In groups identify the tasks that you give your learners in order to assess their literacy skills in Chichewa.
1. At what stage can you give your learners each of the tasks you have identified?
2. Discuss the approach you can use for giving these tasks to your learners?
(Discussion time: 20 min. Reporting time: 20 min.)

Areas to Assess in Chichewa

There are a lot of areas that you can assess in order to find out how the learners are acquiring their early literacy. The following are some of these areas:

- concepts about print
- syllables and their sounds
- reading whole words
- writing their names
- sentences
- stories (for listening, reading and answering questions)

Learners should be assessed on their mastery of these areas after they have been taught and have had adequate practice in each area. This is important because the purpose of this assessment is to find out what learners are able to do on their own. If a learner is unable to do tasks in any of these areas, a teacher should take immediate steps to assist him or her so that she or he can move forward.

Chichewa Assessment Levels

Level	Task	Criteria Needed to Move to Next Level
Red	Concepts about print	Pupil gets 5 of the 10 items correct
	Syllables and sounds	Pupil points to and names correctly all the vowels and any 8 of the 20 syllables
	Write name	Pupil writes his/her first name without help correctly
Orange	Concepts about print	Pupil gets 8 of the 10 items correct
	Syllables and sounds	Pupil points to and names correctly all the vowels and any 12 of the 20 syllables
	Write names	Pupil writes his/her first and last names without help correctly
Yellow	Syllables and sounds	Pupil points to and names correctly all the vowels and any 16 of the 20 syllables
	Most used words	Pupil identifies at least 10 of the 20 most used words
	Write words	Pupil writes his first and last name plus any other 4 words of their choice (spelled correctly)
Green	Read a simple story	Pupil reads a story of lower grade level, accurately decodes at least 50 of the 61 words in the story
	Comprehension	Pupil answers correctly 3 of the 4 comprehension questions
	Writes sentences	Pupil writes correctly one sentence
Blue	Read a story	Pupil reads a story of his/her grade level, accurately decodes at least 90 of the 138 words in the story
	Comprehension	Pupil answers correctly 2 of the 4 questions
	Listens to a story and respond to the questions	Pupil listens to a simple story and answers correctly 2 of the 4 questions
	Write sentences	Pupil writes correctly at least 2 coherent sentences
Purple	Read a story	Pupil reads a story of his/her grade level, accurately decodes all the words in the story
	Comprehension	Pupil answers correctly at least 3 of the 4 questions
	Write sentences	Pupil writes correctly at least 5 coherent sentences
	Listen to a story	Pupil listens to a simple story and answers correctly at least 3 of the 4 questions

Conducting the Assessment

- Make sure that all the materials that may be needed during the assessment, such as letter cards, word cards, items for the concept about print and stories are available.
- Find a quiet place where the assessment should take place.
- Call the pupils one at a time. (However, for some tasks such as writing names children may do it together). When the pupil comes, receive him/her appropriately so that she/he feels at home.
- Give the pupil clear instructions on how to do each task.
- Give the pupil sufficient time for doing the task

- At the end of each task, assess it to find out how the pupil has done, and make a record his or her or her performance on the Record Sheet for Chichewa assessment.
- At the end of the assessment, ask the pupil how he or she thinks he or she did. For example, ask, "How do you think you did?" "Did you have any problems with any of the questions?" Let the pupil know how he has done; for example, "You have done very well, you have passed to the next level."

6.7   Recording Pupils' Performance in the Chichewa Assessment

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ACTIVITY 6.10 (total time: 15 min.)

In groups discuss:
1.   How you would keep records of individual pupil performance in Chichewa assessment.
2.   The importance of keeping records of individual pupil performance in Chichewa assessment.
3.   The problems you have now in recording pupil marks?

- Recording of marks should be done immediately after assessing a pupil. In a class where there are many children, this will help the teacher to keep accurate records of each pupil's performance. What do you think can happen if a teacher records marks after all the children in the class have been assessed?
- If a child does each task (e.g. concepts about print, syllables and sounds and writes first name) the teacher puts a tick (✓) as shown in Table 6.1.
- If a pupil does not do a task correctly, the teacher shades one corner of the little box in the column in which the task is indicated as shown in Table 6.1. This shows that the child attempted the task but did not do it correctly. If the child attempts the task for the second time and is unable to do it correctly, another corner is shaded.
- A pupil is promoted to the next level only after he or she has successfully completed all the tasks in the preceding level. For instance, a pupil is promoted from the red level to the orange level after he or she has successfully done concepts about print, syllables and sounds and has written his or her first name correctly as shown in Table 6.1. This applies to all other levels. See Table 6.1 for a listing of skills required to pass each level.
- If a pupil is unable to do a task in any level (red, orange, yellow, green, etc) the pupil should be given sufficient remediation activities before being is reassessed.

Accurate records assist the teacher to monitor individual progress of children in class and to identify children who need extra help.

Table 6.1, Record Sheet for Chichewa Continuous Assessment

Standard 3

Continuous Assessment Feasibility Study

Ntcheu District Teachers - 2002

| | | Literacy Levels | | | | | | | |
| | | RED | | | ORANGE | | | YELLOW | | |
No.	Pupil's name	Concepts about print	Syllables and sounds	Writes first name	Concepts about print	Syllables and sounds	Writes all names	Syllables and sounds	Most used words	Writes words
1	Alfred Banda	✓	✓	✓	✓	✓				
2	Gerald Chilora	✓	✓	✓						
3	Maria Gama		✓	✓						
4										
5										
6										
7										
8										
9										
10										

| | | Literacy Levels | | | | | | | | | | | |
| | | GREEN | | | | BLUE | | | | PURPLE | | | |
No.	Pupil's Name	Reads a simple story	Compre-hension	Writes sentences	Listens to a story and responds to questions	Reads a simple story	Compre-hension	Writes sentences	Listens to a story and responds to questions	Reads a simple story	Compre-hension	Writes sentences	Listens to a story and responds to questions
1	Alfred Banda												
2	Gerald Chilora												
3	Maria Gama												
4													
5													
6													
7													
8													
9													
10													

6.8 Analyzing and Using the Results

Here are some ideas:

- Results of Chichewa assessment can be analyzed using a rainbow chart or a graph as shown in Chapter 5.
- A teacher may use these results to monitor progress of her/his learners and identify those who need remediation and enrichment exercises. These results may also help a teacher to reflect on the selection of teaching strategies that are used in class and on the organization of the content taught to the learners.
- The results may also be used to inform pupils about their progress and about areas that he or she needs to improve. The results can also be used to inform parents about the progress that their ward is making at school.

6.9 Remediation and Enrichment in Chichewa

ACTIVITY 6.11 (total time: 15 min.)

In groups discuss the following questions:
1. What do you understand by remediation and enrichment activities?
2. When can you give your pupils remediation activities? When can you give them enrichment activities?

Here are some ideas:

- Remediation activities are given to children who have not yet mastered certain concepts that other children have mastered. The purpose of these activities is to help children understand concepts and demonstrate what they know in order to progress.
- Enrichment activities are given to children who are doing well in their work. Usually these activities are given to children during the time that the teacher is giving remediation activities and assisting learners who need more help. The purpose of enrichment activities is to ensure that children who are doing well in Chichewa continue to be challenged and perform well.

ACTIVITY 6.12 (total time: 15 min.)

In groups discuss the following question:
What type of remediation and enrichment activities can you give your learners in Chichewa?

- Remediation activities should be given to learners who need to practice certain concepts. The purpose here is to make sure that no pupil is left behind and that there are no repeaters at the end of the year.
- Enrichment activities are given to those pupils who complete their class work successfully. These activities are given to pupils when the teacher is assisting other children in the class who have not yet mastered certain concepts. The purpose is to ensure that these children are motivated and challenged to continue learning.
- Both remediation and enrichment activities need to be planned properly so that learners gain new skills from them.
- Remediation activities can be based on tasks that are taken from lower grade materials. A teacher may use tasks that are taken from a child's grade level materials.

CHAPTER SEVEN: GUIDELINES FOR CONTINUOUS ASSESSMENT IN ENGLISH

7.1   Introduction

Continuous assessment is meant to help teachers observe and tcollect information regularly in order for them to find out what learners know, understand and are able to do. Teachers assess their learners after they have taught the learners. As such, continuous assessment is based on the approved curriculum and forms part of the teaching process. Unlike examinations that often come at the end of the term or year, continuous assessment is ongoing. It helps teachers to find out learners who need extra help and those who need extra work at each stage that continuous assessment is administered. Continuous assessment therefore, helps teachers to monitor progress of their learners and allows learners to move at their own pace. Learners who need extra help are catered for through remediation and those who progress faster than others are provided with enrichment work.

7.2   Objectives

By the end of this chapter you will be able to:

- organize and manage learning groups in class
- locate appropriate TALULAR materials for teaching and assessment of your learners
- use a variety of strategies for teaching remediation and enrichment work
- use continuous assessment tools to determine performance levels of your learners
- reflect on your teaching on a regular basis
- record learners' progress appropriately
- analyze learners results so as to make sense to parents

7.3   Class Management and Literacy Assessment

One of the biggest challenges that teachers face in continuous assessment is large class sizes. Part of the continuous assessment is done face by face and one on one. This means that while the teacher is administering continuous assessment the rest of the class is on their own. Furthermore, after assessment there will be some learners who need remediation while others may require enrichment. How does the teacher deal with this situation?

ACTIVITY 7.1 (total time: 15 min.)
In groups or pairs discuss how you can manage your class while conducting one on one continuous assessment in literacy skills.

Classroom groups provide an alternative for managing large classes and handling continuous assessment effectively. However the success of group outcomes depends on how well learners have been trained in how to behave when they have been given tasks in groups.

> **ACTIVITY 7.2** (total time: 15 min.)
> In pairs or groups discuss how you ensure that your learners follow your instructions and do their tasks in groups properly.

7.4   Grouping Learners

Ability Grouping

Learners can be put in groups depending on the objective of the tasks to be given to them. For example, if the tasks are on remediation and enrichment you may put the learners in attainment groups. The groups are set on the principle of ability. Thus learners of similar attainment levels are put together.

The strength of putting learners in groups according to their performance levels is that:

- Those who know more are allowed to work on their own speed to gain even more
- Some groups of learners may be given enrichment tasks
- Learners that have not mastered certain concepts may be given remediation so that they too can achieve more than they have achieved after continuous assessment.

> **ACTIVITY 7.3** (total time: 15 min.)
> Reflect on your classroom experience. What are the challenges of grouping learners according to their abilities? How do you overcome these challenges?

Ability groups can provide the following challenges:

- Learners make big demands on the teacher's time. For example, the teacher needs to prepare appropriate tasks for each group's level of performance. There may be groups performing at lower and average levels that are requiring remediation, while others are at higher levels of performance and may require enrichment.
- Learners in need of remediation may find it difficult to learn concepts on their own. Therefore, they need the teacher to assist them.
- Learners may find it difficult to understand the task that the teacher wants them to do.
- Some groups may lack leadership skills needed to encourage and allow the group to work together. Therefore, some learners may be working independently within the group.

Mixed Ability Grouping

Depending on the nature of work and objectives of the tasks, mixed ability groups can be formed. Mixed ability grouping ensures that:

- Learners who are not performing well can learn from learners that are performing at higher levels.
- Learners who have advanced in academic skills consolidate their own learning by explaining what they know to their group members.
- Skills are shared because in this kind of grouping learners bring in various talents or skills together.
- Co-operative interpretation of tasks given to them allow them all to understand what is expected of them.
- Some learners develop leadership skills, conflict resolution skills, role-taking and building confidence (self-esteem).

ACTIVITY 7.4 (total time: 50 – 55 min.)

Case study
Miss Phiri has completed a first round of continuous assessment in English literacy skills for all of her pupils. In her class, 30% of the pupils have performed at a high level, 60% of the pupils have performed at an average level, while 10% have performed at a low level. Most of the girls fall into the 10% and 60% categories (low-average performance). There is only one girl in the 30% category (high level of performance).

In small groups of 5- 6 people, discuss the following:
1. How should Miss Phiri train/prepare the class to work in their groups
2. How should Miss Phiri group these pupils in mixed ability groups?
(Discussion time: 20-25 min. Reporting time: 30 min.)

Things that learners need to know when working in groups include:

- How to get into and out of groups.
- Talking softly without disturbing others.
- How to sit in groups and handle books.
- Taking turns.
- Working together as a group.
- Sticking to time.
- How to distribute and get back books and other materials.
- One person to speak at a time.
- Being good listeners.

Groups are a valuable resource in the classroom. If pupils are trained how to make groups and how to work together, they can help you to do remediation and enrichment work while you are doing continuous assessment.

7.5   Planning for Teaching

Teaching and continuous assessment should always go together. Teaching begins and assessment comes later to find out how much learners have acquired from the teaching. It is therefore important that teachers prepare for their teaching thoroughly. In English, teachers should perhaps prepare even more because English is not the home language of the learners in many parts of Africa.

Many children come to school without any knowledge of English. Teachers have to start with them from limited vocabularies and gradually build and develop some foreign concepts in the learners. Some of these concepts may be counter to what the learners know. For example the concept of **uncle** or **aunt** in English is different from that in Chichewa. In Chichewa uncle means the brother of your sister while in English it also means your father's brother. In Chichewa your father's brother is either your 'younger father' or your 'elder father' depending on whether your father comes after or before them. Thus, preparing for teaching English is much more challenging than preparing for teaching Chichewa, particularly if you are teaching learners whose home language is Chichewa.

ACTIVITY 7.5 (total time: 15 min.)
With a colleague discuss how you usually prepare for teaching English. What are some of the challenges that you face when preparing?

One of the concerns in developing learners' literacy in English is that learners themselves have very limited English vocabulary. With very limited vocabulary it is difficult for the learners to understand what they are given to read. When preparing for a reading lesson teachers should pay attention to teaching meaning of words, that is how they will ensure that learners understand the meaning of each of the new words the text contains.

There are various ways in which meaning can be taught to young children. They include using concrete objects, pictures or drawings, providing words with similar meaning, acting the word out and using context in which the word is used. During the planning stage, teachers should decide which of these ways they will use and what materials will be needed. The materials should then be made or collected. This is the time teachers should employ their TALULAR skills.

Teachers should also think about how they are going to teach their lesson. This process will help them to decide what strategies they are going to use when teaching the lesson and how they will manage their class. Will they divide them up according to ability groups? Will they provide for learners needing **remediation** and **enrichment**? Will they also do some assessment?

ACTIVITY 7.6 (total time: 30 min.)
In small groups, reflect on your teaching. What remediation and enrichment activities do you conduct in your classroom?   What kind of materials do you use to provide both remediation and enrichment to your class? Provide specific examples of each.
(Discussion time: 15 min. Reporting time: 15 min.)

As teachers know, **remediation** is a way of helping those learners who have not performed well on the assessment. Remediation will help to improve learners understanding, knowledge and skills so that they can perform at a higher level. When thinking about these learners, teachers should prepare materials that will help pupils to master concepts that were not understood. This will allow the learner to pass the next assessment and move to the next level.

On the other hand, learners who are learning faster than others need more challenging work so that they can learn even more. In reading, this may mean preparing some supplementary readers that should be given to them during **enrichment** activities. Teachers can also prepare questions that require a deeper understanding of the text to be read.

So, how does a teacher prepare for a reading lesson in English? In many ways he/she has to think about the following:

1. vocabulary building.
2. strategies that suit various groups of the learners in the class.
3. teaching and learning materials, including TALULAR.
4. extra reading materials for enrichment.
5. how much time the teacher will spend with learners who need remediation.
6. how the fast learners will be challenged - through the provision of questions that require deeper thinking (e.g., what do you think?)
7. how the teacher will manage his or her class when attending to the various group of learners – (e.g., **remediation** and **enrichment)**.

7.6   Planning for Assessment

As in any other human activity, teachers need to plan for assessment of their learners. The planning should include the following:

ITEM	DESCRIPTION
Tools	All the assessment tools for each level must be made ie: for red, orange, yellow, green, blue and purple.
Learners	Number of learners to be assessed at any particular time should be known (e.g., 20 learners in red per day).
Time	An indication of the time to be spent on assessment each day.

Regularity	Indicate how many times assessment will be conducted per week. It may also be advisable to indicate days of the week e.g.: Tuesday, and Thursday.		
Records	Prepare clean records with clear boxes indicating the different skills to be assessed (see recording).		
Storage	Keep both your assessment tools and record books safe. Put assessment tools according to their levels. That is, red in a separate box, orange in a box of their own, etc.		
Summary	Think of how to keep a summary of the number of pupils assessed. For example:		

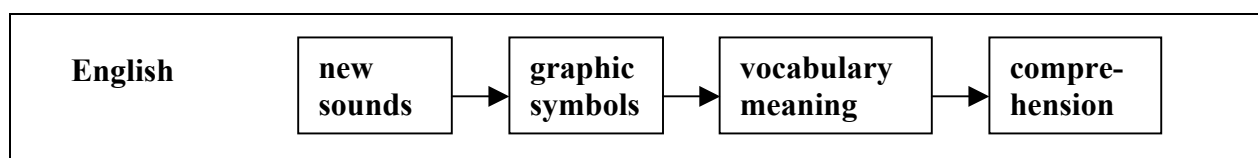| Level	Boys	Girls	Total
Red	12	15	27
Orange	15	22	37

Place	Choose a good place for carrying out the assessment. A place that gives least disturbances and is spacious is better than a place close to a busy road or a tiny office space.

7.7   Managing the Class during Assessment

Large classes pose a special challenge during assessment. In English, there is an added challenge that not many learners in Standard 3 have sufficient vocabulary to work on their own. They are still acquiring both the pronunciation and vocabulary of the language. For them, learning to read in English presents a third dimension. They have to know meanings of individual words, how they are pronounced and then associate their sound with their graphic symbols.

In Chichewa this is slightly different. Most learners are familiar with most of the vocabulary and how the words in the print are pronounced. Their main challenge is to associate the familiar or the known words with their graphic symbols and then move on to comprehension. The two cases can be presented as follows:

Reading in Foreign and in Home Language

English	**new sounds** →	**graphic symbols** →	**vocabulary meaning** →	**compre-hension**

Chichewa	familiar sounds	→	graphic symbols	→	compre-hension
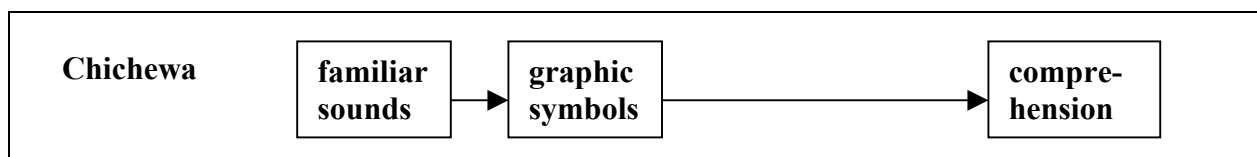
This difference in what learners already know in Chichewa and English should always be considered when teachers are planning how they are going to manage their classes during assessment. For example, the learner who excels in Chichewa may not be just as good for leadership in English language reading groups. Second, the amount of work in English to be given to groups may be scaled down. Group leaders should be trained deliberately to be patient with their group members.

7.8   Assessing Learners in English

Before the assessment begins the teacher should set up the room in such a way that it looks comfortable and conducive to the task of assessing learners. The teacher should ensure that the record book is available and that only tools (reading cards, passages etc) needed in this assessment are brought to the table (i.e., if the teacher is assessing learners in the red level only English tools for this level should be brought into the room). The tools should be put on the table upside down to avoid creating anxiety among learners. Remove any objects that are likely to distract the attention of the learner from attending to the assessment.

The face-to-face and one-on-one setting of continuous assessment can initially be threatening to learners. It is the teacher's responsibility to create a tension-free atmosphere in the room before the assessment starts. Make sure each learner feels comfortable and at ease.

Call the learner in. When he or she is seated, ask him or her *in the local language* about his home, how he comes to school, what friends he has, what he does at home etc. This friendly chat creates a good rapport between the teacher and the learner. Once this is created explain to the learner what you want him or her to do. You may say: "I'm going to ask you to read something. I just want to know how you read. Feel free. If you don't know how to read any word let me know." **This explanation should be done in the local language.**

Use one tool at a time. For example, have the pupil read words before assessing him or her on reading sentences. Record the results of the learner's performance while he or she is still being assessed. This means that if a learner has finished a set of reading words, record that before he or she moves to reading sentences, and record his or her performance before the learner moves to writing.

Provide feedback to the learner before he or she leaves. Tell him or her if he or she now has moved to the next reading level or not. Give feedback in a friendly manner. Where the learner has not succeeded, tell him or her so but inform him or her that he or she has to work a little harder and that he or she still has an opportunity to move to the next level if he or she puts more effort in his or her learning to read lessons and in other related activities.

ACTIVITY 7.7 (total time: 15 – 20 min.)

Reflection (in groups)
You have conducted continuous assessment before. Reflect on the way the assessment was conducted. What was well done? What went wrong? How did that help **you** to improve the subsequent continuous assessment process?

Reflecting on your continuous assessment helps you to become more confident in the way continuous assessment should be conducted. It also helps you to think of ways to improv the process. However, reflective thinking requires that teachers must be honest with themselves and that they are critical of themselves. This demands examining every detail in the way the continuous assessment was carried out.

7.9   Recording Continuous Assessment Results

First of all you must prepare a record book. The record books must have a list of all the learners and the type of skills to be assessed under each reading level. An example of how the record book should look is provided below.

Table 7.1. Record Sheet for English Assessment Standard 3
Continuous Assessment Feasibility Study
Ntcheu District Teachers - 2002

Literacy Levels

No.	Pupil's names	RED			ORANGE			YELLOW			
		Letters and sounds	Reads most used words	Writes English words	Letters and sounds	Reads most used words	Writes English words	Letters and sounds	Reads most used words	Writes English words	Writes sentences
1	Alfred Banda	✓	✓	✓							
2	Gerald Chilora	✓	✓								
3	Maria Gama	✓	✓	✓							
4											
5											
6											
7											
8											
9											
10											

Literacy Levels

No.	Pupil's names	GREEN					BLUE				PURPLE			
		Letters and sounds	Reads most used words	Writes sentences	Read a story	Comprehension	Reads most used words	Writes sentences	Reads a story	Comprehension	Reads most used words	Writes sentences	Reads a story	Comprehension
1	Alfred Banda													
2	Gerald Chilora													
3	Maria Gama													
4														
5														
6														
7														
8														
9														
10														

In Chichewa, syllables play an important role in word building and in the beginner reader as the learners can break the syllables into parts when they encounter unknown words in a text. The approach in teaching reading (word recognition) in Chichewa employs **syllable recognition** before word recognition. In English, reading is based on the **whole word** approach. Second, learners are taught the English alphabet later while in Chichewa learners begin with vowels and then move on to syllables that lead to word recognition. Finally, reading starts earlier in Chichewa than in English. These differences have been taken care of when developing the instruments for assessing the different sub-skills both in English and in Chichewa.

The recording system is not different from Chichewa. Put a tick if the learner has read all the words necessary for him or her to complete the level being assessed. If the learner attempted only a few words shade the top hand corner of the box in which the sub-skill appears. See number 10 and number 2 in the red level on the record sheet above.

A learner cannot move on to the next level unless he or she has completed all the tasks at the previous level. For example, Learner Number 2 cannot move to the orange level because he cannot yet write anything in English. Also the teacher should not allow a learner to do the next task if he fails in the previous task. Learner number 10 should therefore not be assessed in reading **most-used words** because he has not mastered the **letters and sounds** at the red level.

The second record of continuous assessment is the rainbow chart. Make one for English by following the instructions in the chapter on TALULAR. Once assessment has been done and recorded in the record book, put the faces on each level according to the number of the learners who are in those levels.

7.10 Analyzing Reading Results in English

There are many ways in which teachers can present the performance of learners. One of them is the use of charts. An example of this is the rainbow chart. Teachers can also use graphs. Here is an example:
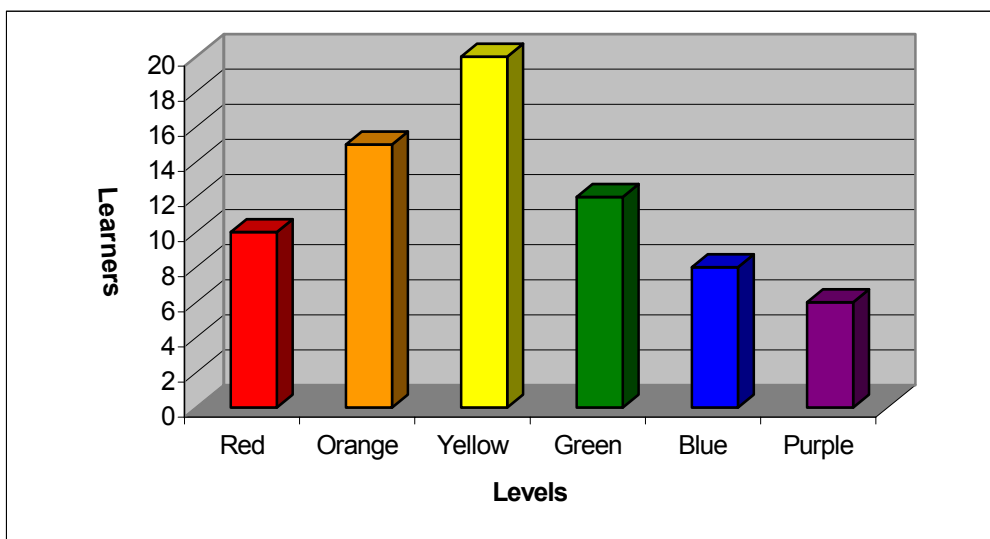
The advantage of graphs and charts is that they tell teachers a lot of information easily. Teachers know how large the number of learners is at any particular level. Teachers can then compare which level has the largest number of learners. For example, the graph above shows that very few learners have reached the purple level while the greatest number is in yellow. This information can help teachers to decide whether and how to help those in yellow level to progress to green and then finally to purple, and how to help those learners in the red level to progress towards orange and then yellow.

ACTIVITY 9 (total time: 30 - 45 min.)
Using the information from Activity 4, prepare a graph using TALULAR methods that you will use to show parents on Open Day how your class is progressing with reading and writing. Prepare a Rainbow Chart.

Preparing a Rainbow Chart

Materials

- cardboard, chart paper, A4 size sheets of paper (printed on one side)
- a pencil, a pen, a marker pen
- colored chalk (assorted), crayons (assorted colors), paints (primary colors), colored paper off-cuts (assorted)
- maize or cassava flour porridge
- 6 pieces of cloth in red, orange, yellow, green, blue, purple
- thread
- sewing needle

- bottle tops

Method

1. Draw vertical lines on the cardboard or chart to create six columns.
2. Paste A4 size sheets of paper with the porridge to make your own chart paper and draw vertical lines as above, if this type of chart paper is preferred.
3. Paint the six columns in the following order: red, orange, yellow, green, blue and purple to establish the six continuous assessment levels. (Use crayons to create the levels, if they are available, instead of paints.)
4. Grind the pieces of chalk and mix the chalk powder so obtained with thin porridge and paint with it, if other forms of paint are not available.
5. Paste pieces of paper (off-cuts) in orange, yellow, green, blue and purple colors along the bottom edge of chart, in the six columns respectively, to represent the levels. In this case you do not need to paint to create the levels.

Alternative method:

Sew red, orange, yellow, green, blue and purple together with the thread and needle. Once completed, you have a Rainbow Chart cloth for use (Chilobwe school, Ntcheu, Malawi has a sample).

Note: Make the secondary colors—orange, green, and purple—from the primary
Colors—red, yellow, and blue—if this is preferred, in the following way:

    Red   + Yellow   =   orange
    Yellow   + Blue   =   green
    Red   + Blue   =   purple

Making "Happy Faces" to Mark a Child's Progress:

1. Cut circular pieces of paper from cardboard or chart paper, the same number as the number of students in the class.
2. Draw smiling face on the pieces of paper. OR Peel off the pieces of plastic from the bottle tops and draw smiling faces on them, if this is preferred.

Remediation

If a teacher sees that a number of learners are not reading or writing as well as the rest of the class, she or he should group them together. The teacher then might decide to ask other learners to help this group or the teacher might give some work to the rest of the class and then quietly help the group. This is to improve the performance of learners to move to the next level. The teacher may use a variety of approaches to help the group. In reading, she or he may probably break the reading passage into a few sentences for the learners to concentrate on. The teacher may also wish to work on vocabulary in order to ensure that the learners in the group understand

what they are reading. In writing the teacher may give them such tasks as filling the gap, sentence completion, or re-ordering sentences before they move to paragraph writing.

Enrichment

Many learners understand what the teacher teaches them. They learn and grasp new ideas and skills faster than the rest of the class. These learners need some challenging work to stimulate their intellectual capacity. The teacher should not ignore them. In reading this might mean giving them more high order comprehension questions or further work on reading such as supplementary readers or newspaper cuttings. The purpose is to let them continue to 'grow' intellectually as fast as they can.

CHAPTER EIGHT: REPORTING PUPIL'S PROGRESS

8.1   Introduction

Reporting pupil's progress is part of the holistic process of continuous assessment approach which promises taking up roots as a teaching and learning strategy in Malawi's basic education system. Pupil's progress report is vital and powerful information that affects pupils themselves, teacher's parents, curriculum developers, policy makers and the entire education system.

Firstly, this chapter shades some light on the importance or reasons for reporting pupil's progress to the appropriate clientele. Secondly, it suggests some practical techniques of how to report the progress to whomever it concerns. Finally, the chapter describes how continuous assessment results in particular, can be reported to the appropriate personnel.

8.2   Objectives

By the end of this chapter you will be able to:

- discuss the importance of reporting pupil's progress by giving reasons for each clientele,
- develop practical techniques or methods of how to report pupil's progress to the appropriate target group, and
- report pupil's progress or results to pupils themselves, parents, community and any other stakeholders.

ACTIVITY 8.1 (total time: 45 min.)

Importance of reporting pupil's progress.

Case study
Imagine that you are one of the very brilliant standard 3 pupils at Lampiyau Full Primary School. You successfully completed standard 2 with full mastery in literacy and numeracy. This translates that you can read and write all most used words in Chichewa and English and you can also calculate correctly most of the standard 2 mathematics very easily.

Surprisingly enough, your new standard 3 teacher (Mr Kajaro Mphenga), teaches all the subjects and assesses the pupils skillfully but **he doesn't give the feedback of the assessment**, neither to the pupils, headteacher, nor parents of the pupils. You are almost coming to the close of the term now, but he hasn't changed his mind.

In groups of 5or 6 participants, answer the following questions:
1. Is it important for you to know your academic progress or performance?
2. Why is it important for you to know your academic progress or performance?
3. Who else are interested in your progress report?

For each person or department mentioned in question 2 above, suggest at least 3 or more

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reasons as to why your progress report is important to them.
Suggest at least 5 ways or means of persuading Mr Kajaro Mmphenga to give pupils their progress reports. (Discussion time: 25 min. Reporting time: 20 min.)

💡 **SOME IDEAS**
Why Reporting is Important
The following are some reasons, which authenticate the importance of reporting pupil's progress to the appropriate audience:

- **It is a good ethical and pedagogical practice** to report pupil's progress to the pupils themselves first, then to the headteachers, parents and the district or division office.
- **A pupil's progress report is a valid document** out which necessary inference could be made about the school, curriculum, teachers and even the mode of teaching.
- **The pupil's progress report provides strong discernible impetus** for self-motivation to both pupils and teachers.
- **Schools are accountable for each pupils' performance.** Successful accountability is accomplished through constant production of pupils' progress reports. It is worthwhile to be accountable to parents, headteachers, policy makers and even the prospective employers.
- **Educational career guidance.** Pupils need to be guided and advised about their future career or occupation. Sometimes it is easy to predict a pupil's future career by just looking at her or his academic or social progress. Professions such as teaching, engineering, medicine, nursing and comedy could be identified in various learners even as early as at primary school level.
- **Pupils' progress reports provide helpful backgrounds for fruitful discussions** with necessary stakeholders such as curriculum developers, school committees, and PTA and policy makers.
- **Allocation of remedial and enrichment resources to schools.** Pupils progress relay sharp and important messages to policy makers who can allocate resources (human, instructional materials, monitory or time) appropriately in order to edify the situation.
- **Pupil's progress or performance report is an educational device usually applied to select pupils for higher levels** of learning or place them into their specific and rightful academic/social groupings.
- **Raw materials for curriculum research purposes.** One of the cardinal aims of the curriculum development process is for the improvement of pupil performance in the classrooms.
- **Monitoring pupils' and teachers' performance.** It is almost possible to trace trends of pupil and teacher performance by using pupils' progress reports. From these trends reasonable hypotheses or conclusion about the efficacy of the instructional materials/methods and the curriculum itself can be put forward. These hypotheses are the necessary bases for educational research.

8.3   Methods of Reporting Pupil's Progress Report to Pupils, Parents, Community Members and District Education Office

For messages to reach their intended target audience successfully, it requires the application of appropriate and effective methods. In addition the progress report serves diverse purposes to these target audiences. To pupils it for encouragement, motivation, targets setting (establishing a niche in educational arena) and rewarding efforts (Horne and Brown, 1997). For parents the report helps them to be aware of their children's performance and probably induce them to participate in school activities. Finally they would enter into full partnership with the whole school. To the District and Division Offices, the report is primarily among other factors, for monitoring the efficacy of the curriculum in use and the implementation of policies on teaching and learning. Bearing in mind in mind also that, assessment results are individual's private information, appropriate precaution should be taken when choosing a method for reporting pupil's progress report.

Consider the following carefully in order to come up with appropriate methods for delivering pupils' progress reports to the intended target audience:

1. To whom is the report going?
2. What purpose is the report serving?
3. What tools and channels of communication should the teacher use for the feedback to be useful to the target audience?

ACTIVITY 8.2 (total time: 15 min.)
In groups of 5 or 6 participant, **brainstorm** several methods or mechanisms, which can a teacher, should use in order to report pupils' progress to:
Pupils
Parents
District Education Manager

ACTIVITY 8.3 (total time: 20 min.)
The report is going to three different categories of people (pupils, parents and District Education manager). Each category, conceptualize it in accordance with the purpose it serves. Evidently, the approach for reporting has to be different, although the methods could be similar. With a partner, discuss the pros and cons of each method of reporting.
i.   Pupils
Reporting pupil's progress has to be done immediately after an assessment. The following are some of the methods to use:
♦ **Verbal communication.** This usually happens when going through the assessment tasks or tests together with the pupils in the classroom.
♦ **One-to-one dialogue.** The teacher meets the pupils individually and discusses with them their performance. Each pupil comments about his or her progress and the teacher respond accordingly. However care must be taken about the language being used during

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the dialogue. Some comments are so destructive that they demotivate the pupils. Similarly, the professional distance between the teacher and the pupils should be strictly upheld. Remember that reporting the progress to pupils themselves serves two major purposes. Progress reporting encourages and celebrates the achievements of the pupils who have done well and encourages the pupils who have not done well on the assessment.

♦ **Documentation:** Some teachers send progress reports to pupils in the form of a document.

♦ **Informal discussions.** A teacher and a pupil can meet informally within a school premises and then report the progress in an informal discussion.

ii. Parents

Most parents send their children to school for various reasons. Some have higher aspirations, while others, it's a routine or a right for children to go to school. Many parent in Malawi for instance, send their children to school as an investment, which yields dividends when employed after school. To such parents, an internal pressure to visualize the fulfillment of their aspirations builds up. It is usually imperative to such parents to wish to know the progress or performance of their children.

♦ **One-to-one dialogue.** The school must make an effort to invite parents and discuss their individual children's progress reports thus demonstrating the concern that the school should have on their pupils' performance. For instance, the headteacher of Chilobwe Primary School in Ntheu invited the parents of 10 pupils who were to repeat standard 2 in 2002 academic year. Only 5 of them turned up. The headteacher reported about the poor performance of their children and he suggested promoting them to standard 3 where the Continuous Assessment feasibility study is going on. The parents accepted the head teacher's suggestion, and by the end of 2002 academic year their children were able to read and write in Chichewa and English. They were also able to calculate the mathematics of their grade level and finally they have promoted to a higher class, which is standard 4. This mechanism helps to improve pupils' performance of the pupils in school. The other 5 parents didn't dare to come and children are one class lower than their friends.

♦ **Meetings with the community:** It's an obligation for a school to organize meetings with the surrounding community, where pupils' performance or progress could be reported and even displayed. Sometimes, within or at the end of a term, it is prudent enough to invite parents to come and witness an academic function at the school.

♦ **Documentation:** The school should prepare profiles for each child and then send them to their parents as reports for academic and social performance.

♦ **Telephone conversation:** Wherever possible, pupils' progress reports can be communicated to parents or guardians through telephone. Assess the advantages and limitations of this method.

♦ **Informal discussions:** Sometimes teachers and parents have taken advantage of their informal meeting at public functions or places where pupil's progress report has been relayed to parents or guardians.

iii. District Education Manager

District Education manager is the monitor and education quality controller for the district. She/he is not interested in individual progress reports, but a collection of them all from all

schools in a district. The reports are normally sent to the office at the end of each term (quarterly). Sometimes the reports are collected during the usual school visits.

8.4   Reporting Continuous Assessment Results

One of the cardinal characteristics of Continuous Assessment (CA) is sharing of information between teachers and the pupils; and between the school and the parents or a community about teaching and learning process. Whatever progress a pupil achieves has to be communicated to either the pupils themselves or other interested people such as parents, guardians, visitors, school committee members or even Ministry officials.

Results can be reported to pupils, parents/community and the Ministry of Education, Science and Technology (MOEST) officials. This section describes how CA results in Ntcheu have been reported to the appropriate stakeholders.

1.   **Pupils:** The CA results are reported to a child immediately after she/he is assessed in order to give an appropriate feedback to a child. A teacher can use **Rainbow Chart** for the pupil to place a smiling face on the colour of the level the pupil has achieved e.g. from **red** to **orange**. A teacher can also use the Pupil Self Assessment Chart (popularly known as **"How Did I Do Today?"** in order to assure the pupil about her/his performance).
       At the end of each term or year, the teachers filled in an individual Pupil Report Card, see figure1.

Figure 1: PUPIL PROGRESS REPORT

SCHOOL_____   Academic Year_____   Term_____

Name of pupil_____   Standard_____   Date_____

Subject	Final Level/Total Marks	Levels Achieved/ Percentage Scored	Level working on	Comments
Chichewa	Purple	Red,Orange,Yellow	Green	
English	Purple	Red,Orange	Yellow	
Mathematics	Purple	Red	Orange	
R/Education	50	45		
G/Studies	50	10		
P/Education	50	35		
Creative Arts	100	60		
Music	100	50		
Class teacher' remarks				
Headteacher's remarks				

On this card; the level (designated by a colour), which the pupil achieved in the CA subjects, is indicated with some comments. The card can be shown to anybody who wants to know about the learner's achievement.

Another method of reporting pupil's results to a pupil is through **Remediation** and **Enrichment** activities. If the pupil was constantly on remediation instead of enrichment, then it is an indication that the pupil is not doing well. The opposite is also true that, if the pupil is always on enrichment rather than remediation, it means that she/he is doing very well.

2.   **Parents:** In CA, parents have been constantly in touch with the teacher and the entire school. A CA teacher reports the results of a pupil to her/his parents through a **Progress Chart or Record** where the name of the pupil is written with an indication of the level achieved. The parent can also be shown the tasks the pupil is able to do in the achieved level. Even the subsequent tasks the pupil is expected to achieve are also shown to the parents.

3.   **Community:** Since the community is closer to the school through CA, the school invites the community on **Special Days** where both the teachers and the pupils conduct various activities to demonstrate how pupils and teachers have performed in the school.

ACTIVITY 8.4

In groups of 5 or 6 participants, design a programme of activities for a day on which CA results can be shown to a community:

Points to remember:

- Some parents do not have children learning at the school.
- Other parents have children in the classes where there is no CA project.
- Communities in Malawi are used to examinations, where learners are graded and number-positioned.

 SOME IDEAS

The activities could be divided into three categories. These involve the teachers, pupils and the community itself. Teachers can display teaching/learning materials in the form of TALULAR. They can demonstrate on how to use the materials. They can perform to source some more materials from the community itself and also indicate the way forward with the CA.

The pupils can demonstrate on what they have achieved through CA by reading, writing texts, calculating mathematics problems and displaying various acquired skills. Pupils can also display their solidarity and commitment to their teachers and the school.

The community can register their will and commitment to help the school.

8.5   Summary

In this chapter, three concepts have been discussed. These are the reasons or importance of reporting pupil's progress or performance to the pupils themselves and other clientele; the methods of communication to each clientele and the processes of reporting Continuous Assessment results that has been performed in Ntcheu district.

It is interesting to report Continuous Assessment results because it is mostly through demonstrations and displays. The chapter has reiterated that CA results can be reported through Rainbow charts, Progress reports; Remediation and Enrichment; Record cards and Special Open days. The community can easily commit itself to provide necessary materials for schools to use.

Therefore, the appropriate methods of reporting pupils' progress will encourage the school and the community to come closer to each other for the benefit of improving quality education in Malawi.

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